



Bellevue Place

EDUCATION TRUST

Learn, Enjoy, Succeed

Headteacher, Watling Park School

Candidate Information Pack

February 2018



1. Introduction

On behalf of the Board of the Bellevue Place Education Trust (BPET), I would like to thank you for your interest in the exciting role of Headteacher at Watling Park School. I hope that, after having read the contents of this pack and undertaken other research, you will feel inspired to take your interest further and arrange a visit to see the work of Watling Park School and our work as a multi-academy trust for yourself.

Your interest in Watling Park School coincides with one of the most exciting phases in our development. Our new purpose built school building was opened in September 2017 and we continue to be very popular with parents, with a fourth year of a full intake projected for September 2018 and a wonderful staffing team to work with, who are driven for the best for the pupil at Watling Park School.

Most importantly, we have the most amazing pupils, who are ready to learn, with their confidence and respect for others an inspiration for all who work and visit Watling Park School. This would be your opportunity to lead and create your legacy to promote a love for learning.

All members of the BPET team are committed to providing the very best opportunities for every young person we educate to achieve their full potential. There is a belief in BPET that outstanding achievement in our schools can be realised more quickly and with greater sustainability through proactive collaboration.

Watling Park School has ambitious plan for the future. From its initial start, to becoming a steady state school and developing an exciting curriculum for the first pupils to finish Key Stage 2 in 2021.



With a rich curriculum, wide-ranging extended school opportunities and the implementation of Thinking Schools principles, the pupil experience is deeply exciting. We also focus on supporting pupils to ensure they are best prepared for the next phase of their education journey, developing the best of the state and Independent schools. We are looking for a Headteacher who shares this commitment and holds values conducive to making our ambitious vision a reality.

This candidate brief gives some background information about the Trust's development to date, the expectations for the Headteacher role, the current organisation, and the key themes of our vision. We very much hope that the opportunities and challenges facing Watling Park School and BPET will excite you, as they do us, and lead to you submitting an application.

Good luck with your application.

Mark Greatrex
Chief Executive

Dhanmita Boodhna
Chair of Governors

2. Advert

Headteacher

Pavilion Way, Burnt Oak, Barnet, London, HA8 9YA

Salary: **Highly competitive**

Starting: **September 2018**

NOR: **180 pupils (currently), growing to 420 pupils by 2021**

Bellevue Place Education Trust opened Watling Park School in September 2015 - a primary free school serving pupils aged 4-11 years old - serving the Burnt Oak community of Barnet.

A non-selective, non-denominational, co-educational school, Watling Park School welcomes children of all abilities from all backgrounds. The school is the result of an innovative joint venture between Bellevue Schools Group, operator of 15 outstanding preparatory schools and Place Group, a market-leading education and school services company.

Watling Park School has made a fantastic start in its first two years, being popular with parents and the progress of pupils is above national averages for a Good Level of Development in the first Reception cohorts. The school continues to build on its early successes and is going from strength to strength. A recent parental survey confirmed that 97% of pupils enjoy coming to school and 100% of parents and carers strongly agree or agree that the school develops a child's independence and responsibility.

We are seeking an experienced senior leader in the primary sector, you will have a strong track record in leadership and core learning. Capable of interpreting, developing and implementing the BPET education vision, your excellent communications skills will be vital in promoting the school to the community and delivering a high standard of education through a broad and balanced curriculum.

In return, you will get that rarest of opportunities: the chance to lead a new school, in brand new purpose build environment and ensure that every element is optimised to deliver outstanding teaching and learning. Furthermore, you will receive unparalleled access to support and to career advancement through our network of schools, development programmes and links with our two parent organisations.

To arrange an informal discussion or visit to the school, please email Mark Greatrex. To apply for the role, please complete and submit a covering letter, setting out why you are interested in the role and how you are best placed to deliver the priorities and application form to mark.greatrex@BPET.co.uk.

Tour of the school: **10am - 11am Wednesday 21 February 2018**

Closing date: **6pm on Wednesday 28 February 2018**

Interview Date: **Thursday 8 March 2018**

Start Date: **September 2018**

Location: **Pavilion Way, Burnt Oak, Barnet, HA8 9YA**

Salary: **Highly competitive**

Bellevue Place Education Trust is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check

3. Bellevue Place Education Trust

Our vision - Learn. Enjoy. Succeed.

Three words that mean the world to us.

Three words that have been with us from the day we formed Bellevue Place Education Trust (BPET). Three words that govern all that we do.

BPET's vision is to run autonomous schools, with support for back office support, with freedom over the educational delivery, within the vision of the Trust. The aspiration is to maintain schools where academic excellence is just one aspect of an outstanding education. With a rich extended curriculum, building emotional intelligence in pupils, through the learning experience, typically nurtured from pupils' interest of ideas.

As a parent you can expect excellence, both in how we teach and how we nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and as well as, of course, academic rigour.

BPET children are happy, confident, successful 'all-rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your children is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

Staff in BPET are central to delivering the vision of the Trust. We are committed to recruiting the best staff, providing attractive development and retention packages and ensuring that every member of staff receives focused training. Teachers are all leaders and will be developed so their career is supported to help them to achieve their aspirations. Our goal is that at least half of our future senior leaders of BPET schools will come from current BPET staff.

Background on Bellevue Place Education Trust

Bellevue Place Education Trust (BPET) began in February 2012 when the Trust applied to open its first Free School in Balham – Rutherford House School – which opened in September 2013. The following year two further primary Free Schools opened in Bray, Maidenhead – Braywick Court School – and in Islington – Whitehall Park School.

In September 2015, BPET opened four more primary Free Schools in Brent – Kilburn Grange School; in Hackney – Halley House School; in Barnet – Watling Park School and in Richmond – Deer Park School.

The first three schools to open have been inspected by OfSTED, with two being judged as Good with outstanding features and Braywick Court School was judged as Outstanding in all areas in June 2017

BPET employs over 180 staff who educate around 1,120 children, which, as we grow, creates increasing opportunities for staff experience and expertise to be moved between the schools.

As new schools, all schools will grow from reception aged pupils and will have a combined capacity of 2,730 pupils when full. The Trust is currently operating at 42% of total capacity in 2017/18, with all schools expected to be full by 2022. Of the seven schools in the Trust, three are in renovated building and four have new buildings – attracting over £38.4m school capital investment.

The achievement of pupils is very strong across the Trust. As of July 2017, **81%** of pupils achieved a Good Level of Development (above 2017 national of 71%) and **88%** of pupils passed the phonics screening check in Year 1 (above 2017 national of 81%). Three schools also had Year 2 pupils take their SATs test last year. On average, **88%** passed in maths (against a national of 75% in 2017), **88%** passed in Reading (against a national of 71% in 2017) and **81%** passed the writing test (against a national of 76% in 2017). This has all been achieved by our pupils receiving a wider curriculum offer from the schools, in line with our vision.

In addition to the academic achievements of the seven schools, six are on course to have a full intake in September 2018, which is great for new schools. Three of these schools are oversubscribed with 1st choices applications.

Parental support for our schools is also very high, with our annual parental survey in May 2017 showing that 92% of our parents are likely or very likely to recommend the school to a friend.

The schools also offer a vast number enrichment activities, with our first school, Rutherford House, for example providing 61 clubs a week to their pupils. 80% of all our pupils take part in at least one club a week, which enriches further the broad and balanced curriculum we offer.

Benefits of joining the Trust

Along with joining a successful and growing multi academy trust, you will also benefit from a range of employment incentives that includes:

- pension offer through either the Teacher Pension Scheme or the BPET Stakeholder pension (with Scottish Widow), which has between a 0-2% employee contribution
- Travel loan
- Bike to work scheme
- Childcare Vouchers
- A deep commitment to professional development in the role – all Heads have a mentor for example.

4. Watling Park School: History and Culture

Watling Park School opened in September 2015 in temporary accommodation on the permanent site. As a Free School, the application for this school was to provide additional high quality primary school places to meet the need for a shortage of places in the Burnt Oak area of Barnet.

We are a non-fee paying, non-selective, non-denominational, co-educational school that opened with 60 pupils and has expanded as a 2 Form Entry school to have 180 pupils in 2017/18. The school continues to be popular with parents, with a further 60 pupils likely to join the school in September 2018, taking the pupil number to 240.

The school will continue to grow every year, expecting to be full with 420 pupils by September 2021

What we stand for:

- Raising the educational sights of pupils and parents alike
- High standards of teaching and a commitment to high levels of achievement
- An active partnership between the parents/carers and the school
- Creating a secure environment, with clear boundaries, in which every child achieves to their full potential
- A broad, balanced and enriching curriculum with an emphasis on core learning and a focus on ICT
- A lifelong love for learning

School Context

With 180 pupils at Watling Park School, we serve a wide context of pupils with 42% of pupil eligible for Pupil Premium funding and 65% of pupils having English as an Additional Language. There is no predominant social community served by the schools, with a rich range of languages and cultures represented. Pupils predominantly attend from the Burnt Oak and Colindale area of Barnet.

Performance to date

In the first year of the school, 62% of pupils achieved a Good Level of Development, below the national average, with 71% achieving a Good Level of Development in 2016/17, in line with national average. Pupil progress is high, as pupils generally arrive below age related expectations.

There has been just one year of the National Phonics Screening Check, in 2017. 75% of pupils passed the check, which again is just below national average. In terms of core subject attainment in the first cohort, who are now in Year 2, 85% of pupils are on track to achieve end of term expectations in Reading, Writing and Maths, with boys writing being a particular strength of this year group.

The school has not yet received an OfSTED inspection and is currently in the window for the first Section 5 inspection since opening.

Facilities

Our exciting new building opened in September 2017, offering state of the art facilities, group rooms, along with a dance studio and art room. The hall serves lunches and is also used for assemblies and PE.

Upstairs is where Key Stage 2 will expand to from September 2018, with an allocated budget for furniture and ICT when the new classrooms are required.

We also have access to a generous playground and green space, along with a large multi-use games area for pupils which is hired out to the community in the evenings and at weekends.



School Vision Statement

At Watling Park School, the education we offer ensures that every pupil achieves confidence and success through high quality educational experiences, with a broad, balanced and enriching curriculum that has an emphasis on core learning. At Watling Park, the pupils develop the ability to communicate in an intelligent, articulate and confident manner. The pupils learn in a stimulating, safe and welcoming environment with first class educational experiences from which they will thrive.

Our ultimate aim is to instill a love for learning and a desire to be motivated to enable pupils to become proud of their achievements and become responsible future citizens. Education at Watling Park School is for life. It is the aim that each student will leave the school, not only with the best possible educational attainment, particularly in the basic skills of literacy and numeracy, but also with the skills and attitudes needed to succeed and achieve fulfilment in a changing world and to make a positive contribution as responsible and valuable members of society. Through Watling Park School's high expectations for all children's learning, there is a strong moral purpose and a unique ethos of warmth and respect to educate children who:

- Show equality to others
- Respect themselves and show respect to others
- Understand the importance of learning and strive to achieve their best
- Understand the importance of making a positive contribution to the community and to society as a whole
- Communicate well with others and show consideration to others' beliefs and points of view
- Present themselves with confidence and articulacy
- Take responsibility for their own actions
- Develop the ability to show empathy, compassion and give support to others
- Develop a sense of pride in themselves and others

Watling Park 'ICARE' Values



The school values of ICARE underpin all of what the children learn and proactive throughout their school life.

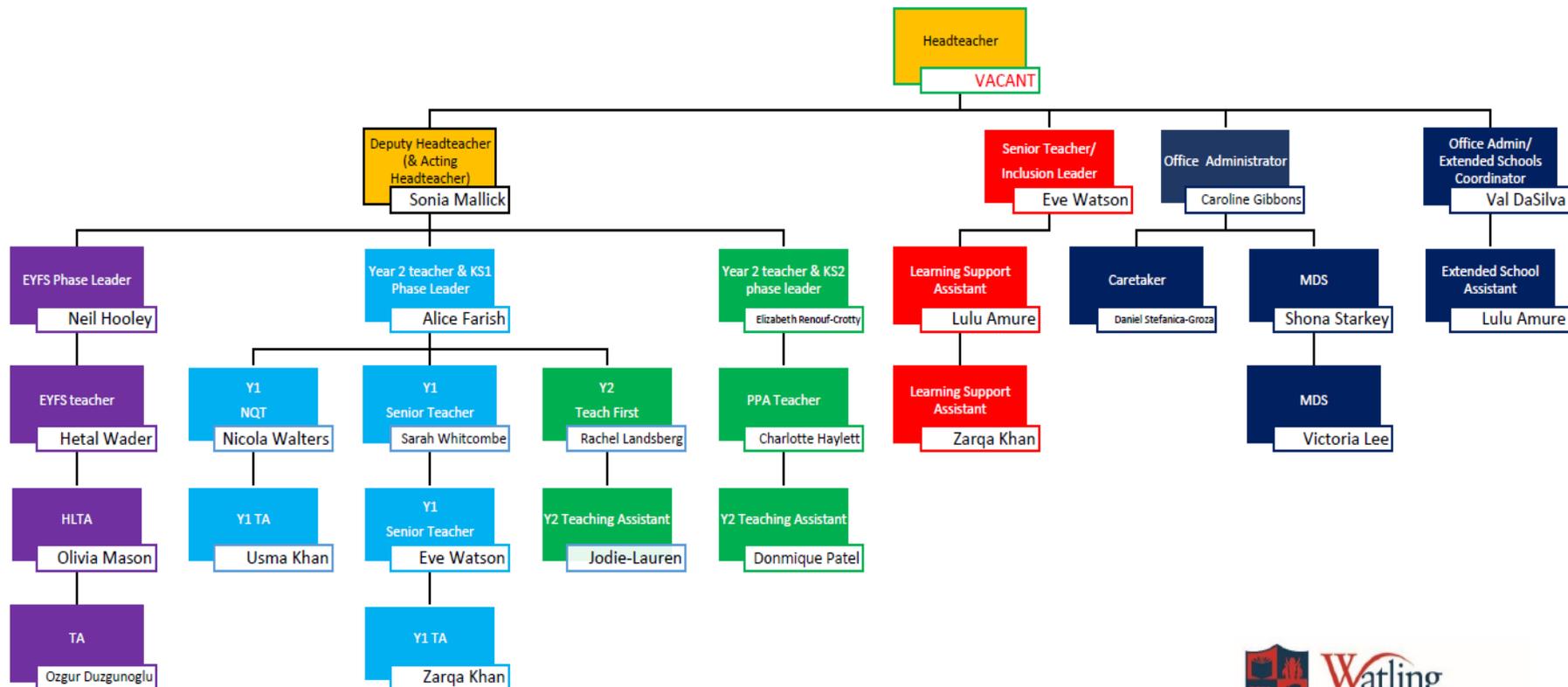
Integrity, Confidence, Appreciation, Responsibility and Excellence are the values we believe that our children require to not only be good and well-rounded individuals but also take them through to that next stage of education.

Each value provides a focus for each half term and is integrated into the curriculum to ensure that the children learn the values discreetly as well as explicitly. With the final term looking at all the values as a whole.

Children are also rewarded 'Star of the Week' or 'Friend of the Week' in weekly assemblies that celebrate both academic success as well as good behaviour which are underpinned by ICARE.

Staffing Structure at Watling Park School

Watling Park School has a stable staffing team in place, with the substantive Deputy Headteacher currently standing as the Acting Headteacher for 2017/18. She is supported by three Phase Leaders and an Inclusion Leader, with an Interim Deputy currently in place while the substantive Head is acting up. The teaching team consists of a mix of experienced and new teachers and a Teach First student.



Job Description: Headteacher

Accountable to: Chief Executive (reporting to the Local Governing Body)

Salary range: Negotiable to attract the best

Main Purpose:

- Devise, agree and implement a post-opening strategic plan that realises and sustains the Trustees' vision for the school to which you are appointed.
- Ensure that learning is at the heart of everything the school does.
- Develop a culture that promotes inspired teaching and outstanding learning.
- Develop school policies and practices that promote effective learning in a safe and secure environment.
- Take a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in learning experiences and pupil outcomes.
- Continuously monitor, evaluate and review every aspect of school life.
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies and targets agreed with the Local Governing Body and Trust.

Planning and setting expectations:

- Adopt, take forward and develop the vision and ethos of the school.
- Set the tone of the school in keeping with its character as an all-ability free school within the BPET family of schools.
- Lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential.
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement.
- Think creatively to anticipate and solve problems and identify opportunities.

Teaching and planning pupil learning:

- Create and maintain a climate and code of conduct that promotes and secures successful learning through effective teaching. Sustain high standards of achievement and promote positive behaviour through whole school behaviour management.
- Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the character of the school.
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement.
- Monitor and evaluate the quality of teaching and the standards of pupils' learning including those identified as being More Able and those with Special Educational Needs and Disabilities, in order to set and meet challenging targets.
- Promote positive practices for developing good race relations and dealing with harassment.
- Ensure that improvements in literacy, numeracy and information and communication technology are priority targets for all pupils, including those identified as being Gifted and Talented and SEN pupils.
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary.
- Ensure the use of comparative data, which is pupil specific, in order to establish benchmarks and set targets for improvement.

Pupil achievement:

- Make explicit to pupils, parents, teachers and the wider community, the school's and Trust's high expectations for all children.
- Ensure resourcing and staffing are dedicated to achieve the highest standards for all pupils.
- Ensure that effective mentoring and tutorial systems are in place to support pupil achievement.

Relations with parents / carers and the wider community:

- Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, and the local community.
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Maintain liaison with secondary schools, other primary schools, and relevant agencies related to pupil welfare and achievement.
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the Trust, the LA, the local community and Ofsted.
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities.

Managing own performance and development:

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain own motivation and that of other staff.

Managing and developing staff and other adults:

- Directly line manage the Deputy Headteacher, Key Stage Coordinators and SENCO.
- Implement and sustain effective performance management systems.
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Lead professional development of staff through example.

Managing resources:

- Work with governors and senior colleagues to recruit staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control.
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met.
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve pupils' achievements and secure value for money.

Strategic Leadership:

- Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the Trust, the DfE, the local community and Ofsted.
- Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents the reality of the school's vision.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement.
- Ensure that the management, organisation and administration of the school support its vision and aims.
- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money.

No job description can account fully for all tasks needing to be performed by a Headteacher, and as such the contents of this document should not be seen as exhaustive. The Headteacher will be required to carry out such duties as may reasonably be required by Governors and the Trust in the conscientious execution of their duties as Headteacher.

Person Specification: Headteacher

Accountable to: Chief Executive (reporting to the Local Governing Body)

Salary range: Highly Competitive

Category	Essential	Desirable
1. Qualifications	Honours degree from a recognised university	Qualified teacher status NPQH Masters or equivalent in relevant discipline
2. Experience	Experience of Senior Leadership in a 4-11 school as a Deputy Headteacher or Assistant Headteacher Successful experience of leading one or more Key Stages 1/2 or equivalent Substantial, successful teaching experience with evidence of high quality teaching ability	Teaching experience in Foundation Stage, or KS1 or KS2 Experience of teaching in more than one 4-11 school with all-ability diverse intake
3. Professional Development and Experiential Learning	Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning Ability to identify own learning needs and to support others in identifying their learning needs	Experience of working with other schools/organisations /agencies Experience of leading/ co-ordinating professional development opportunities
4. Strategic Leadership	Ability to articulate and share Trustees' vision of primary education within the context of the Free School movement Evidence of having successfully translated vision into reality (whole-school) Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school Evidence of successful strategies for implementing whole-school plans Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these	Experience as an executive leader across institutions Experience of managing capital projects

	<p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</p> <p>Understanding of and commitment to promoting safeguarding of pupils</p>	
5. Teaching and Learning	<p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</p> <p>A secure understanding of assessment strategies</p> <p>Experience of effective monitoring / evaluation of and intervention in teaching and learning</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</p>	<p>Experience of e-learning including as a user of blended learning provision or scripting e-learning resources</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development</p>
6. Leading and Managing Staff	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p>	<p>Experience of working with governors to enable them to fulfil their responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction, understanding the context of a Free School</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>

7. Accountability	<p>Ability to communicate on school performance effectively, orally and in writing to a range of audiences</p> <p>Ability to provide clear information and advice to staff and governors</p> <p>Secure understanding of effective performance management</p>	<p>Leading sessions to inform parents</p> <p>Experience of offering challenge and support to improve performance e.g. SIP</p>
8. Skills, Qualities & Abilities	<p>High quality teaching skills</p> <p>Strong commitment to the vision and ethos of the school</p> <p>Commitment to their own personal development and that of pupils</p> <p>High expectations of pupils' learning and achievement, academic and non-academic</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Empathy with children</p> <p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Flexibility</p> <p>Confidence</p>	<p>Ability to manage public relations</p> <p>ICT</p>
9. References	<p>Positive recommendation in 2 professional references</p> <p>DBS clearance</p>	