

Application Pack

Assistant Headteacher

Elsley Primary School





learning

sharing

achieving

respecting



Elsley Primary School

Tokyngton Avenue, Wembley, HA9 6HT

T: 020 8902 8003 E: admin@elsley.brent.sch.uk Headteacher: Mr Raphael Moss

February/ March/ April 2025

Dear Applicant,

Thank you for your interest in applying to Elsley Primary School.

We are excited to be recruiting an **Assistant Headteacher** for September 2025 following the promotion of a current school leader. Working with the Headteacher and two Deputy Headteachers, the leadership structure has a total of four assistant headteachers. Our ideal candidate will have successful experience leading **English** and/ or leading **Upper Key Stage 2**.

I strongly encourage an informal visit to Elsley, prior to application. I will be happy to welcome you, or to arrange an informal telephone conversation. Please email Geraldine Sullivan, school bursar, via vacancies@elsley.brent.sch.uk to request a place.

Informal Visits:

Wednesday	April 2 nd	at 9:15am	and at 4:00pm
Thursday	April 24 th	at 9:15am	and at 4:00pm

I look forward to meeting you.

With best wishes,

Raphael Moss
Headteacher

Safe recruitment is central to safeguarding children and young people.

Elsley Primary School places the utmost importance on safeguarding and applies these principles to our recruitment processes of volunteers as well as staff.

We expect all staff and volunteers to share this commitment.

Work history and references will be checked during shortlisting and interview.

Prior to appointment, the successful applicant will be required to successfully pass vetting checks including Enhanced Disclosure from the Disclosure and Barring Service.



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Elsley Primary School

ethos and values

Values	learning	sharing	achieving	respecting
We believe in...	<ul style="list-style-type: none"> a lifelong process of active growth and self-improvement gaining knowledge, skills and understanding – as individuals and in collaboration with others learning to evaluate and think critically nurturing creativity developing independence the importance of understanding how to keep ourselves safe researching and improving how we learn and how we teach 	<ul style="list-style-type: none"> recognising the value of giving showing kindness to friends and to others supporting and helping those in need strengthening relationships and building trust celebrating and valuing the efforts and achievements of others sharing the world and the environment with others building community and contributing to society 	<ul style="list-style-type: none"> having high aspirations, working hard and striving to reach our personal best developing self-esteem reaching our full potential, developing confident children and adults setting, and making progress towards, short-term and long-term goals aiming high across the breadth of the curriculum experiencing a wide range of opportunities 	<ul style="list-style-type: none"> understanding and valuing everyone learning about the customs, practices, lifestyles and beliefs of others acknowledging and celebrating similarities and differences displaying good manners and learning to refine behaviour and attitudes being considerate and thoughtful to others and to the environment acting morally and ethically taking pride in ourselves, our school and community

At Elsley we value high-quality learning and achievement, together with an ethos of sharing and respecting.

Elsley's priorities from 2024



1) Pupils with Special Educational Needs or Disabilities (SEND)

Ensure all pupils with SEND are provided with bespoke scaffolding or support

so that staff feel increasingly confident to deliver tailored support to meet pupils' diverse needs,
so that each pupil can access their education,
so that each pupil makes measurable progress in relevant areas, and
so there is active engagement and positive feedback from pupils and parents.

2) Enhance the teaching of writing

Enhance the teaching of writing

so that staff grow in confidence and expertise in the teaching of writing,
so that the teaching of writing is more effective, and caters for the needs of all pupils, and
so pupils' writing outcomes improve with greater rates of progress and raised attainment.

3) New Arrivals

Enhance support and facilitate access to high-quality education for newly arrived pupils

so that staff feel empowered and confident to deliver enhanced support and high-quality education,
so the pupils and their parents feel welcomed and can more easily navigate services,
so the pupils are provided with, and can access, an effective and relevant education, and
so that newly arrived pupils' achievements are recognised and celebrated.

4) Leadership

Develop leadership at all levels across the school

so there is a comprehensive consideration of diverse information and stakeholder perspectives,
so that leaders are equipped with the skills to accurately evaluate strengths and priorities,
so that leaders are able to develop a shared vision and action plan for their respective areas,
so that leaders effectively address school needs in alignment with the school ethos, and
so that leaders are empowered to capture the impact of their actions and engage in continuous re-evaluation for ongoing improvement.

5) Develop pedagogy

Enhance pedagogical practices across all subject areas

so that staff grow in confidence and expertise of more impactful teaching strategies,
so that the school's curriculum is more effectively taught, and
so teaching methodologies align with outcomes leading to increased pupil achievement.

About Elsley Primary School

In recent years Elsley Primary School has doubled to 4-forms of entry. We have created a supportive and high-achieving culture, matched by modern, state-of-the-art buildings and facilities. Our school is situated in a highly urban area but the school itself is tucked away in a quiet residential setting with its own on-site farm and extensive grounds to support Outdoor Learning.



We are proud of the breadth of our curriculum and holistic education which is matched by strong academic achievements. Progress tends to be very strong from pupils' starting points.



We have a happy and diverse community of staff, pupils and their families. We pride ourselves on our nurturing culture for children and for staff. In June 2020 we were recognised with a Gold Award for supporting the physical and mental wellbeing of staff during the pandemic.



Not all superheroes wear capes...



We have high expectations for pupil progress and outcomes, combined with

creativity within our curriculum offer. Some of our more unusual initiatives include an on-site farm and a whole-school residential curriculum. This starts by giving our youngest children the experience of a night-time walk and a campfire, leading through on-site camping under canvas and culminating in week-long trips away from school for the oldest children. Whilst some of this was disrupted due to the pandemic, we have begun to rebuild the culture of residential experiences.

Our pupils face many challenges, including high levels of deprivation and associated difficulties. Significant numbers of pupils arrive mid-year and with little or no English. Our school has one of the highest mobility rates so our systems and staff training reflect these additional challenges as we collectively strive to overcome these barriers. Over the last few years, we set up and continue to run a weekly food bank for several of our families.



Staff are empowered and improve their practice through an established coaching culture and there is no data-led performance management.

There are extensive opportunities for professional development. Elsley has a strong track record working with external partners to lead support teacher training; we are a delivery partner for the North West London Teaching School Hub, leading delivery of National Professional Qualifications (NPQs), we encourage collaboration and networking within Elsley and with other schools; we offer high-quality continuous professional development; as well as opportunities for middle and senior leadership.



There are opportunities to complete National Professional Qualifications, and many of our staff have successfully progressed to leadership posts within and outside of Elsley Primary School.

Is this opportunity right for you?

Are you passionate about overcoming barriers and creating the best opportunities for children?

Do you have successful whole-school experience, empowering and developing staff?

We want to hear from you if you are driven to overcome challenges on behalf of our children. You will need considerable whole-school leadership experience, an excellent understanding of teaching & learning and well-practiced coaching skills to empower others.

You will:

- be passionate about overcoming barriers and relish the challenge to improve children's lives
- be an inspiring teacher and leader who empowers and develops children and staff
- be an empathetic and excellent communicator
- be strategic and analytical but also practical and able to take swift action when required
- be intelligent and confident with your ideas but show humility and flexibility to work well with others
- be courageous at your core but fun and able to excite and engage children and adults

We are a school with:

- A motivated and highly-competent staff team, always striving to improve, and committed to our ethos and values
- A supportive and welcoming atmosphere, at all levels
- Children who are happy and eager to learn
- A creative and holistic approach to education, focused on achieving the best for each individual child
- A commitment and track record of developing staff, including supporting leaders into Headship

Key Facts

About the Job

Role: Assistant Headteacher, non-class based, with 50% teaching commitment

Location: Elsley Primary School, Wembley, Brent

Salary: Inner London L6 – L10 (currently £65,731 - £71,614)

Contract: Permanent

Commencing: September 2025

Hours: Full-time or opportunities for flexible or part-time working

In order to attract and retain excellent staff, we welcome applications from staff looking for flexible or part-time arrangements, or those returning from a career break.

Please include this information within your application.

Leaders contribute to formulating the school priorities and action plans, creating and reviewing policies, and managing and developing staff. Leaders play a key role in monitoring standards and progress towards the school's aims, capturing impact and identifying next steps for further improvements.

The main responsibilities of members of the Leadership Team can vary each year. These are based on individuals' prior experience and expertise, the needs of the school, and to provide further development opportunities for leaders.

Members of the leadership team can expect to have a significant whole-school responsibility such as leading a year group or phase, and leading a subject area across the school. Additionally, all of our leaders are trained as deputy Designated Safeguarding Leads, coach or mentor other staff, and undertake Professional Development Reviews (appraisals) for assigned staff. Leaders also have involvement in overseeing cover arrangements for absent staff and supporting the efficient and effective running of the school.

Application Process

An informal visit to Elsley is strongly encouraged, prior to application. Visitors must be booked in advance; please email Geraldine Sullivan, Bursar, vacancies@elsley.brent.sch.uk to arrange.

Informal Visits:

Wednesday April 2nd at 9:15am and at 4:00pm

Thursday April 24th at 9:15am and at 4:00pm

Ensure that your application shows how you meet the Person Specification criteria.

Applications will only be accepted on our Elsley Application Form, available on our website.

These must be submitted via email prior to the deadline to vacancies@elsley.brent.sch.uk

Deadline: 8:30am on Monday, April 28th, 2025

Feedback is not typically offered to candidates who are unsuccessful at the shortlisting stage.

In line with Safer Recruitment, references will be requested for shortlisted candidates, prior to interview.

Interviews: week commencing May 5th, 2025

Job Description – Assistant Headteacher

POST	ASSISTANT HEADTEACHER
MAIN PURPOSE:	<p>The main task of the Assistant Headteacher is to work with the Headteacher, Deputy Headteachers and other Assistant Headteachers, to assist in creating, maintaining, reviewing and developing an effective teaching and learning environment within the school.</p> <p>The Assistant Headteacher will support the Headteacher and Deputy Headteachers in:</p> <ul style="list-style-type: none"> ➤ Communicating the school’s vision compellingly and supporting the Headteacher’s strategic leadership ➤ The day-to-day management of the school ➤ Formulating the aims and objectives of the school ➤ Establishing policies for achieving these aims and objectives ➤ Managing staff and resources to that end ➤ Monitoring progress towards meeting the school’s aims and objectives <p>The Assistant Headteacher will also have a timetabled teaching commitment of 50%, complying with the Teachers’ Standards and modelling best practice for others.</p> <p>They may also be required to undertake any of the duties delegated by the Headteacher.</p>
REPORTING TO:	The Headteacher
LINE MANAGEMENT OF:	Teaching and non-teaching staff, as defined by the Headteacher.
WORKING TIME AND STATUS:	Permanent, Full Time (or opportunities for flexible or part-time working) <i>In order to attract and retain excellent staff, we welcome applications from staff looking for flexible or part-time arrangements, or those returning from a career break.</i>
SALARY / GRADE	Leadership Pay Spine: 6 – 10 (Inner London)
QUALITIES	<p>The Assistant Headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers’ standards and be responsible for providing the conditions in which teachers can fulfil them.</p> <p>The Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct ➤ Build positive and respectful relationships across the school community ➤ Serve in the best interests of the school’s pupils <p>The Assistant Headteacher is expected to uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders: selflessness; integrity; objectivity; accountability; openness; honesty; and leadership</p> <p>The Assistant Headteacher will have specific responsibilities to be decided based on skills and needs. The Assistant Headteacher will play a key role in working with staff, governors, parents and other stakeholders. This may include attending Governing Body meetings when required</p>



DUTIES AND RESPONSIBILITIES

SCHOOL CULTURE AND BEHAVIOUR	<p>Under the direction of the Headteacher and working with other leaders, the Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Create a culture where pupils experience a positive and enriching school life ➤ Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life ➤ Ensure a culture of staff professionalism ➤ Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school ➤ Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy ➤ Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance
TEACHING, CURRICULUM AND ASSESSMENT	<p>Under the direction of the Headteacher and working with other leaders, the Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Establish and sustain high-quality teaching across subjects and phases, based on evidence ➤ Ensure the teaching of a broad, structured and coherent curriculum ➤ Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities ➤ Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum ➤ Ensure the use of evidence-informed approaches to reading so all pupils are taught to read ➤ Conduct regular school assemblies
ORGANISATIONAL MANAGEMENT AND SCHOOL IMPROVEMENT	<p>Under the direction of the Headteacher, and working with other leaders, the Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Establish and oversee systems, processes and policies so the school can operate effectively and efficiently ➤ Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care ➤ Ensure rigorous approaches to identifying, managing and mitigating risk ➤ Ensure effective use of budgets and resources ➤ Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context ➤ Make sure school improvement strategies are effectively implemented
ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)	<p>Under the direction of the Headteacher, or Deputy Headteachers, the Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Promote a culture and practices that allow all pupils to access the curriculum ➤ Have ambitious expectations for all pupils with SEN and disabilities ➤ Support the SENDCo to ensure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate ➤ Support the SENDCo to make sure the school fulfils statutory duties regarding the SEND Code of Practice.
PROFESSIONAL DEVELOPMENT	<p>Under the direction of the Headteacher, and working with other leaders, the Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Ensure staff have access to appropriate, high standard professional development opportunities ➤ Keep up to date with developments in education ➤ Seek training and opportunities to support own professional development needs ➤ Performance-manage other staff, as directed by the Headteacher, including carrying out appraisals and holding staff to account for their performance ➤ Manage staff well, with due attention to workload ➤ Ensure staff have access to appropriate, high-standard professional development opportunities



GOVERNANCE, ACCOUNTABILITY AND WORKING IN PARTNERSHIP	<p>Under the direction of the Headteacher, and working with other leaders, the Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Work with the governing board as appropriate ➤ Make sure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties ➤ Work successfully with other schools and organisations ➤ Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
ASSESSMENT	<p>For a phase, and subject area(s) and working with other leaders, the Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, those with SEN and disabilities, or who speak English as an additional language (EAL) ➤ Plan and implement interventions for those pupils who aren't progressing ➤ Provide training and support for teachers and support staff on administering the assessment system effectively
PASTORAL	<p>For a year group, or subject area(s) and and working with other leaders, the Assistant Headteacher will:</p> <ul style="list-style-type: none"> ➤ Establish and implement whole-school systems for pupil wellbeing ➤ Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team (SLT) ➤ Provide staff with training and support so they can play a part in enhancing pupils' personal development ➤ Promote and evaluate the effectiveness of the school's behaviour policy and strategies ➤ Monitor pupil attendance and ensure it is continuously improving ➤ Analyse data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies
<p>Please note that this is illustrative of the general nature and level of responsibility of the role. It's not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.</p>	

Person Specification

When applying, applicants should show how they meet the following criteria:

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Further development in preparation for a leadership role • <i>Desirable – relevant training and qualification in Coaching</i>
Experience	<ul style="list-style-type: none"> • Successful whole-school leadership and management in a multicultural school • Several years' teaching experience across the Primary age ranges • Significant impact on school improvement and self-evaluation • Experience of leading and managing staff • Experience of empowering, coaching and developing staff • Experience of working with children and parents facing multiple challenges • <i>Desirable - Experience of managing a budget</i> • <i>Desirable – At least a year's experience volunteering with a charity</i>
Skills and knowledge	<ul style="list-style-type: none"> • Excellent interpersonal skills with empathy to adapt and suit different people • Highly effective communication – written, oral and using technology • Strategic thinking based on synthesising multiple and complex sources of evidence • Analytical skills, and the ability to simplify for others without losing meaning • Ability to use data to identify weaknesses and prioritise resources • Understand high-quality teaching, to model for others and support improvement • Ability to communicate a vision and inspire others • Ability to build and prioritise effective working relationships • Be calm in a crisis, quick thinking and able to take decisive action when required. • <i>Desirable - Understanding of budget management</i>
Personal qualities	<ul style="list-style-type: none"> • Be an ethical person, passionate about overcoming barriers and who relishes the challenge to improve children's lives • Be an inspiring teacher and leader who empowers and develops children and adults • Be able to work under pressure and prioritise effectively • Be committed to maintaining confidentiality at all times • Be committed to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. • Be intelligent and confident with your ideas yet be flexible and show humility to work well with others • Be courageous at your core but fun and able to excite and engage others



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