



Hermitage

Headteacher recruitment pack



Information for candidates

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Dear applicants

We are delighted you are interested in the Headteacher position at Hermitage Primary School; this is an exciting opportunity for an individual who is keen to lead a school within a local, cross-phase multi-academy trust.

Hermitage is an oversubscribed, two-form entry primary school in the London Borough of Hillingdon, which has an excellent reputation within its local community. The school joined Vanguard Learning Trust in September 2021 after being an associate school since the spring term of 2020. We are looking for a headteacher who will embrace Hermitage’s vision, including maintaining its relentless focus on high-quality teaching and learning. The school is committed to meeting the needs of all pupils which complements Vanguard Learning Trust’s vision of outstanding, inclusive education.

The successful candidate will have a number of opportunities for their professional development including attending the Trust’s headteachers’ monthly meetings, networks that exist for headteachers within the borough and half-termly coaching sessions.

Applicants are expected to be strategic leaders, who are passionate about education and have a clear understanding of how to establish and maintain a successful school culture. The details about the application process are included in this recruitment pack, including information on the job description and person specification.

We look forward to reading your application and, for those candidates selected for the interview stage, meeting you as part of the selection panel.

Yours faithfully



Mr Peter Davies
Chair of Trustees
Vanguard Learning Trust



Dr Martina Lecky
Executive Headteacher
Vanguard Learning Trust

About our school



As visitors enter the doors of Hermitage Primary School, they notice the warm and family-orientated atmosphere that permeates the school. Hermitage is a happy and welcoming environment where everyone cares about each other and all interactions are based on mutual respect. From their first tentative sessions in Nursery through to their final days in Year 6, our staff support our children every step of the way. Our pupils are encouraged to embrace their individuality and find their place in the school, the community and beyond.

The school is located near Uxbridge town centre and is easily accessible by bus, train or car. The premises offer a number of breakout areas, use of the MUGA, a large multi-purpose field, a well-stocked library, bright and spacious classrooms and cooking facilities. All classrooms have a whiteboard and visualiser as well as a bank of year group chromebooks and iPads. There are subject specialist teachers for computing, PE and French. The continued professional development of our staff is actively encouraged and supported with accreditations being rewarded across a number of different roles in the school.

We recognise that each child is an individual with specific needs, interests, experiences and abilities. Our staff go that extra mile to ensure that through effective provision of differentiated learning opportunities, each and every pupil achieves success. Our curriculum is constantly evolving, aligned with pupils' progression. Although we have a structured and robust framework in place, staff are encouraged to be autonomous and actively develop innovative ways to deepen pupils' learning and create a thirst for learning.

We realise that our children need more than just an excellent academic education to succeed and prosper in tomorrow's world. Hence, our values are developed through our bespoke SMILE programme. We believe all our children should be/have:

Socially confident
Mentally healthy
Intellectually curious
Life-long aspiration
Emotionally regulated

At Hermitage, we are very proud of our excellent standards of behaviour. All pupils have very clear boundaries for behaviour through our 'Steps and Success' programme which is delivered by all staff consistently and fairly, so that children are fully aware of the expectations and feel safe in school. We nurture good behaviour through modelling and building strong relationships rooted in respect and empathy. Behaviour is rewarded within class through incentives such as star of the week, marble jars and significant achievement assemblies.

Staff and pupil wellbeing is of paramount importance to the Hermitage family and we recognise and support the individual circumstances that may present themselves. A dedicated pupil wellbeing officer builds relationships with pupils and parents, offering provision and intervention that matches the needs of the pupils. Our staff wellbeing officers are available to support their colleagues, and an 'open door' approach by senior leaders ensures problems are identified early and appropriate support is offered.

For our pupils to thrive, effective partnerships with parents and carers are essential. Regular communication through the online platform Class Dojo, email, newsletters, workshops and coffee mornings ensure families feel part of our school. Our staff are approachable and always available to talk to parents. Regular parents' evenings are scheduled throughout the year and parents receive regular feedback on their child's progress, attainment and wellbeing at school. Parents and carers are actively encouraged to be part of our school community through volunteering in class and supporting events.

At Hermitage, we believe passionately that all children and staff deserve to feel safe and included within our community, allowing them to become the best they can be. We are focused on excellence, surrounded by care.

About the Trust



Vanguard Learning Trust is a cross-phase Trust in the London Borough of Hillingdon. Vyners Learning Trust was established in February 2015 when Ryefield Primary School and Vyners School formed the multi-academy trust. In September 2018, Ruislip High School joined the Trust which was renamed Vanguard Learning Trust. Hermitage Primary School and Field End Junior School both joined the Trust in September 2021.

Information about the other schools in Vanguard Learning Trust

Field End Junior School

Field End Junior School is truly a community school and has been part of the Ruislip landscape for over 70 years. It is a four-form entry junior school, sharing the same site as the infant school. It is a genuinely happy and exciting place to be; the school's community plays an important role in shaping the young people into the adults they become when they go out into the world. Staff strive to do all they can to help each child reach their potential. Staff believe that school days should be filled, not only with learning, but with fun, friendship and memories to last a lifetime.

Ruislip High School

Ruislip High School opened its doors to its first cohort of Year 7 in September 2006. It is a mixed, comprehensive secondary school situated in South Ruislip. Ruislip High School has evolved into a school of choice in the local area with circa 1100 pupils. The school has been designated outstanding in both Ofsted inspections in 2007 and 2011. Ruislip High School's logo symbolises the school's motto -from grass roots, to reaching for the sky- which represents high aspirations and pupils' journey as they progress through the school.

Ryefield Primary School

Ryefield was established in 1960 and as a school community it strives for excellence. Ryefield is an excellent school where its children love learning and achieve the highest standards possible in a thriving multicultural learning environment. Above all Ryefield strives to touch the lives of all its children to ensure they grow up to be reflective, self-aware, and resourceful; they are at peace with themselves; empathetic towards others and confident young people.

Vyners School

Vyners School was established in 1960. It is a highly oversubscribed mixed secondary, comprehensive school based in Ickenham with circa 1,200 pupils. Vyners is an extremely popular and successful school with an excellent reputation for academic achievement and extra-curricular activities. Underpinned by its school's values -community, aspiration, respect and endeavour- Vyners prides itself on the positive relationships that exist in the school and the sense of being part of a happy community. In May 2019, Ofsted designated Vyners as outstanding as part of its Section 5 inspection.



Job description



Job title: Headteacher
Reports to: Executive Headteacher
Salary: L18 to L24 (£66,827 to £76,874)
Working Days: Full time
Start date: September 2022

Section 1: Purpose

- **Vision and strategic leadership**

The headteacher ensures the school's vision is clearly articulated, shared, understood and acted on effectively by all. They lead on the school's overall strategic development for the quality of education and the effective deployment of resources including risk management. They lead the school's commitment to equal opportunities and ensure there is a whole-school approach to safeguarding as well as equality and diversity.

- **Outstanding, inclusive education and school improvement work**

The headteacher ensures a relentless focus on school improvement work on teaching and that the curriculum meets the needs of all pupils. They ensure appropriate priorities and targets for all members of the school's leadership team, ensuring that pupils attain high standards, make good progress, are safe, and enjoy their learning.

- **School leadership, culture and accountability**

The headteacher leads and co-ordinate the translation of the vision into agreed objectives and operational systems and structures, which contribute to the school development plan (SDP) and the self-evaluation form (SEF). They ensure the SDP and the SEF are updated annually, including executive versions, and support the Trust's accountability cycle, including ongoing quality assurance.

- **Staff development, deployment and recruitment**

The headteacher has overall responsibility for staff development, including their deployment throughout the school. They are delegated responsibility for recruitment of all staff with the exception of senior leaders which are done in conjunction with the Trust. They ensure the school's and Trust's values are upheld and staff are committed to outstanding, inclusive education.

- **Governance**

The headteacher works in partnership with the chair of governors to support the function of the local governing body, by providing leadership and guidance, as appropriate. They also work in conjunction with Vanguard Learning Trust's scheme of delegation, including completing timely reports for trustees.

Section 2: Core duties

The following list includes both those duties which are legal obligations as well as those relating to best practice. This is not an exhaustive list and the headteacher may need to refer to other pertinent legislation and regulation.

Vision and strategic leadership

The headteacher will:

- Lead by example, providing inspiring and purposeful leadership for the staff and pupils;
- Work in partnership with the staff, parents and stakeholders to uphold the ethos and values which will underpin the school;
- Formulate the overall aims and objectives for the school together with relevant stakeholders;
- Maintain the school ethos whilst working with stakeholders to build and secure a vision for the future which is built on relentless ambition for the highest levels of achievement, progress and happiness for all pupils;

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- Create and develop an organisation in which all staff recognise that they are accountable for the success of the school by using a variety of data - both qualitative and quantitative - to understand its strengths and areas for development;
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education; and
- Work collaboratively with other schools in the Trust for the mutual benefit of all.

Outstanding, inclusive education and school improvement work

The headteacher will:

- Implement the SDP, underpinned by sound financial planning, which identifies priorities and targets for ensuring pupils achieve the highest standards;
- Lead, co-ordinate and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, trustees, the local community, Ofsted, and others to enable them to play their part effectively;
- Ensure that parents and guardians understand the contribution they can make in supporting their child's learning and development;
- Create and maintain an effective partnership with parents and guardians to support and improve pupils' achievement and personal development;
- Co-operate and work with relevant agencies to protect children;
- Promote the relationship between self-evaluation, continuing professional development and sustained school improvement;
- Promote equal opportunities for all members of the school community;
- Collaborate and network beyond the school to develop effective relationships;
- Maintain relationships with organisations representing teachers and other members of the school's workforce; and
- Keep under review the various codes of practice so that decisions about the school are well informed as well as continuing to serve the local community.

School leadership, culture and accountability

The headteacher will:

- Develop individuals, empower and sustain outstanding teams;
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work efficiently and effectively in line with legal requirements;
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives;
- Foster an open, transparent and equitable culture;
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money;
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Ensure the school is managed effectively and efficiently during the school day and after hours when it is 'let' to outside groups;
- Make professional, managerial and organisational decisions which are based on informed judgements and to think creatively in order to anticipate and solve problems; and
- Ensure that at all times health and safety requirements as well as safeguarding procedures are met.

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Staff development, deployment and recruitment

The headteacher will:

- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school;
- Ensure all safer recruitment practices are adhered to;
- Implement successful performance management processes with all staff;
- Ensure that all relevant HR policies are followed;
- Ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets which secure the educational success of the school;
- Ensure the Trust's staff entitlement document is reviewed and feedback is sought from staff;
- Ensure that staff wellbeing has a high priority;
- Engender a culture of open and transparent professional relations amongst all staff;
- Identify the professional development needs of members of the leadership team through monitoring and performance management processes and demonstrate a commitment to staff development across the school;
- Ensure that safe employment procedures are in place that put the safety of young people at the heart of all we do and ensure that school systems continue to comply with the best practice and all legal requirements;
- Deal promptly with any whistleblowing concerns; and
- Engage with actions agreed following staff meetings.

Governance

The headteacher will:

- Welcome strong governance including holding headteachers to account for pupil, staff and financial performance;
- Work with the local governing body and board of trustees to analyse and plan for future needs and developments within both a local and a national context;
- Present reports to the local governing body and board of trustees that gives an accurate account of the school's performance highlighting successes, challenges and activities of interest that have taken place;
- Act as an ex officio member governor of the school;
- Work with and provide information, objective advice and support to the local governing body and board of trustees to enable them to meet their respective responsibilities;
- Support the Trust with engendering collective responsibility;
- Set a balanced budget in partnership with the local governing body and board of trustees, agreeing priorities for expenditure, effective administration and control as well as short and longer term priorities; and
- Monitor and evaluate the performance of the school and respond and report to the local governing body and board of trustees as required.

Section 3

The remaining information applies to all staff.

Health and Safety

All staff are expected:

- To be familiar with the school's policies that refer specifically to health and safety regulations and implement it as applicable within the department;
- To ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and updated where necessary; and

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- To have regard to health and safety across the school in all aspects of work, in line with the school's policies and keep up to date with all relevant policies and risk assessments.

Duties

In accordance with the Education (School Teachers Pay and Conditions of Employment) Order, the duties as set out in the Conditions of Employment of School Teachers under Section 3. These duties may be modified by the chief executive officer, with agreement, to reflect or anticipate changes in the job.

Safeguarding

Hermitage Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Equality and diversity

All staff must support the school's and Trust's commitment to equality including compliance with the Equality Act 2010.



Person specification



For the supporting statement, applicants should address and evidence their experience, skills and qualifications in relation to the key criteria detailed in this person specification. This section should be no more than two sides of A4 font, size 12.

Qualifications and experience:	Essential	Desirable	Method of Assessment
1. Qualified teacher status	✓		1
2. Degree or equivalent	✓		1
3. Experience of leading whole-school change		✓	1
4. Being a Deputy Headteacher for a minimum of three years and a total of at least six years in senior leadership	✓		
5. Evidence of successful management, as part of the senior leadership team, of school self-evaluation and/or the Ofsted process	✓		1
6. Experience of more than one school		✓	1
7. Evidence of professional development including leadership	✓		1
8. Experience of developing, leading or supporting initiatives that have significantly improved pupils' outcomes and personal development	✓		1 & 2
9. Experience of school development, planning and implementing the vision to take the school forward	✓		1 & 2
10. Evidence of successful leadership and management through monitoring and evaluation strategies to raise the standards of the quality of teaching and learning and pupil outcomes	✓		1 & 2

Professional knowledge and understanding, skills and attributes:	Essential	Desirable	Method of Assessment
11. An understanding of the characteristics of an effective school	✓		1 & 3
12. The ability to achieve challenging professional targets/objectives	✓		1 & 2
13. The ability to develop and implement policy and practice which reflects the school's commitment to outstanding, inclusive education	✓		1, 2 & 3
14. The capacity to monitor and evaluate the quality of teaching and standard of pupils' achievement, using benchmark data	✓		1 & 3
15. The ability to build and lead teams efficiently and effectively using skills of motivation, delegation and time management	✓		1 & 2
16. The ability to contribute effectively to the development of whole-school policies. Evidence of involvement in whole-school development/activities, eg. working parties	✓		1, 2 & 3
17. The ability to analyse, understand and interpret both qualitative and quantitative data	✓		3
18. The ability to set up and monitor systems to ensure the effective management and deployment of human and material resources	✓		1, 2 & 3
19. To be able to judge when to make a decision, when to consult and when to seek advice	✓		1 & 2
20. The ability to promote the ethos, aims and objectives of the school and the Trust to the wider community	✓		1, 2 & 3
21. The ability to prioritise own time, work under pressure and to deadlines with a sense of balance and perspective	✓		1 & 2
22. The ability to lead on pastoral matters, including leading parental meetings	✓		1 & 2

Person specification



Personal skills and attributes:	Essential	Desirable	Method of Assessment
23. Leadership skills – the ability to lead and manage people to work towards common goals and using appropriate leadership styles in different situations	✓		1, 2 & 3
24. Decision-making skills - the ability to investigate, solve problems and make decisions	✓		2
25. Excellent written communication – a full understanding and ability to apply grammatical rules to all written communication as well as the ability to take into account audience, person (first, second and third) and the use of technical terms	✓		1, 3
26. Excellent oral communication – an ability to communicate with clarity and confidence to all stakeholders	✓		2 & 3
27. Ability to develop new ideas	✓		2 & 3
28. Personal impact and presence	✓		2 & 3
29. Energy, determination and perseverance	✓		2 & 3
30. Self confidence	✓		2 & 3
31. Enthusiasm and commitment	✓		1 & 2
32. Reliability and integrity	✓		1
33. Capacity to make a major impact in the life of the school	✓		1 & 2

Please note: the items highlighted in red are the main assessment criteria.

Key to methods of assessment

1. Application form and supporting statement
2. Final selection Interview
3. Tasks

All aspects of the personal specification will be assessed through the recruitment process. Applicants should ensure that all aspects of the qualifications and experience section are explicitly referred to in their application form including using the supporting statement if required.



How to apply



Application process

In addition to this candidate pack, the school's website ([click here](#)) will provide prospective applicants with all relevant information and publications. A visit to the school site is being offered on Tuesday 19th April 2022 between 10:30am and 11:30am; this can be booked by contacting Emma Jordan, PA to Executive Headteacher, at ejordan@vlt.org.uk. Unfortunately, parking is not available on the school site but advice will be given regarding where parking is available locally.

The closing date for applications is 10:00am on Thursday 21st April 2022 and the two-day interview process will be held on Thursday 28th April and Friday 29th April 2022.

Applicants should complete the application form, ensuring that their supporting statement relates to the personal specification provided in this pack and is no more than two sides of A4 font size 12. In compliance with safer recruitment guidelines, CVs will not be accepted. Completed application forms should be sent to ejordan@vlt.org.uk.

Selection process

Full details will be provided to all candidates selected for the interview process; as noted, it will be held over two days and will include:

- A panel interview
- Teaching observation exercise, including feedback to teaching staff
- A short presentation (topic to be advised prior to the interview)
- An assembly
- Meeting the pupils

