



# CLORE TIKVA SCHOOL

## Headteacher Application Pack



# Contents



Item	Page
Welcome from the Chair of Governors	3
Our vision statement	4
School information	5
Key facts and statistics	6
What our pupils and staff want for our headteacher	7
Introduction to the Clore Tikva Foundation	8
Job description	9
Person specification	15
Completing your application	17
Important dates and information	18

# Welcome from Chair of Governors



Dear applicant,

Thank you for your interest in the headteacher post at Clore Tikva School.

Our governors are highly ambitious for the school; we are seeking a headteacher who is a proven leader, with creativity and the vision to build upon our children's attainment, whilst keeping their wellbeing at the centre of all decisions, enabling them to achieve their full potential. The right candidate will be open to working in a faith school, and be committed to our pluralist Jewish ethos and holistic approach to Jewish studies and the teaching of Ivrit. The school's distinctive and unique character, strong religious ethos and community spirit drive those associated with the school towards continuous improvement and success.

Our school governing body is dedicated and supportive, taking an active part in school life as well as ensuring that the school remains a safe environment for children. We value our close relationships with our families and the local community, with whom we work in partnership, to ensure that our pupils become independent, life long learners; able to approach the next stage of their education with enthusiasm and maturity with the confidence to be successful.

I am pleased to provide you with this information pack. I hope you arrange to visit the school and see for yourself what the school offers, meet the children, who enjoy being at school, a committed workforce and a school ready for progressing standards, values and achievements in education.

We look forward to hearing from you.

Yours faithfully,

**Louise Dorling**

Chair of Governors

## Clore Tikva School

A school of excellence inspired by inclusive Jewish values

*Pupils' personal development is a high priority for leaders and governors. The School's key value of love your neighbour as yourself underpins this. Equality of opportunity is woven into the fabric of the school. (Ofsted - February 2020)*

*Provision for pupils' spiritual, moral, social and cultural development is outstanding, with pupils greatly benefiting from the many opportunities for reflection... The daily assemblies provide an uplifting experience for the pupils, who join in with enthusiasm in all prayers. Judaism is lived and breathed at Clore Tikva, where the pupils are encouraged to express themselves through questioning, praying and reflecting on the world. (Pikuach 2017)*



# School information



Clore Tikva is a two form entry Jewish primary school in the London Borough of Redbridge. It is a warm and welcoming school with dedicated staff, committed and supportive governors, a strong and involved Foundation and an active parents association (FACT).

We firmly believe that all children should be encouraged to achieve their full potential and develop values, attitudes and life skills that make them respectful, resilient and responsible citizens.

# Key facts and statistics



Type of School: Voluntary aided school

Address: 115 Fullwell Ave, Barkingside, Ilford IG6 2JN

Telephone: 020 8551 1097

Email: [admin@cloretikva.redbridge.sch.uk](mailto:admin@cloretikva.redbridge.sch.uk)

Website: <https://www.cloretikva.redbridge.sch.uk/>

Age range: 3 – 11 years mixed

Number of children: 397 plus 44 Nursery (2 Form entry)

Special Educational Needs and Difficulties (SEND): 8.5%

English as an Additional Language 18.5%

Free School Meals (FSM): 10%

Pupil Premium 10%

Most recent Ofsted Inspection 26<sup>th</sup> and 27<sup>th</sup> February 2020

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report>

# What our pupils want



# What our staff want

## Introduction to the Clore Tikva School Foundation

The Clore Tikva Foundation was set up to build and operate the school and now has the responsibility to safeguard the pluralistic ethos and faith status of the school.

It is the responsibility of the Foundation to provide the essential funding requirements for the enriching activities that make Clore Tikva a top choice school for the wider Essex Jewish community.

The Clore Tikva School Foundation prides itself on helping to prepare children and their families for life long engagement with the community . We are also mindful that the school is home to children of a variety of faiths, something we are proud of, and we pride ourselves on teaching these children to be outstanding members of the community through Jewish values. This is supported by the Foundation, through voluntary donations from parents and stakeholders.

The Foundation is committed to Clore Tikva School's success and place within the community and works tirelessly to ensure that the school is able to run smoothly.

**Paul Bourne**

Chair - Clore Tikva School Foundation

# Job description

Salary: L18-24 depending on experience (including Outer London Allowance)

Contract type: Headteacher appointment for Spring Term 2021



# Job description – Four domains

The National Standards of Excellence for Headteachers are set out in four domains:

- Qualities and Knowledge
- Pupils and Staff
- Systems and Processes
- The Self-Improving School System

Within each domain there are key characteristics expected of all headteachers. We have tailored some of these to provide a description of the role and responsibilities for the headteacher at Clore Tikva School.



## Domain 1 - Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
7. Understand and be able to develop commercial strategies in order to maximise financial efficiency and generate additional income.



## Domain 2 - Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on the support of Redbridge Education Partnership (REP) and conducting relevant research and robust data analysis.
4. Sustain and further develop an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their conduct, pupil outcomes, safeguarding and professional practice



## Domain 3 – Systems and Processes

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – its functions to set school strategy and hold the headteacher to account for pupil, staff effectiveness and wellbeing and financial performance.
5. Exercise strategic, child centred and curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.



## Domain 4 – The Self-Improving School System

1. Create an outward-facing pluralistic Jewish faith school to work with the Redbridge Educational Partnership (REP), other schools of faith and organisations - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social and emotional outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the school's Jewish values and the value of education



# Person Specification



## EDUCATION & QUALIFICATIONS

1. Qualified Teacher Status
2. Minimum of 3 years headteacher experience
3. Safeguarding trained to L3
4. Evidence of post graduate study or NPQH

## EXPERIENCE

4. Proven track record of improving outcomes for all children, particularly disadvantaged, SEND and EAL, children
5. Successful strategies narrowing and diminishing differences in attainment and progress
6. Evidence of developing school improvement strategies based on data analysis and action research
7. Recent participation in a primary Ofsted inspection. (Section 8 or Section 5)
8. Developing, implementing and monitoring a School Improvement Plan
9. A proven track record in working collaboratively and building, leading, empowering and developing effective teams
10. Use of performance management to secure accountability and improve performance
11. Involvement and knowledge of administering disciplinary or capability HR processes
12. Financial planning and budgetary responsibilities as a school leader
13. A member of the safeguarding team or DSL
14. Coaching and mentoring new and more experienced colleagues in school to improve teaching and learning

## KNOWLEDGE & SKILLS

15. Current challenges in education, recent curriculum developments, legislative changes and their impact on schools
16. Detailed knowledge of safeguarding practices and policy implementation
17. An understanding of the legal framework that schools must operate within
18. An understanding and familiarity of financial benchmarking, and best value principles
19. The ability to think strategically and to build and communicate a coherent vision and curriculum for the school
20. The ability to inspire, challenge, motivate and empower others to carry the school vision forward
21. To apply national policy in the local context
22. Initiate and support research and debate on effective practice
23. An understanding of and a proactive approach to staff wellbeing
24. Lead by example in promoting the school's vision and Jewish ethos
25. A belief in the importance of professional collaboration with others within and beyond school
26. A commitment to provide choice and flexibility in learning, to meet the needs of every child
27. A commitment to inclusion and equality
28. A commitment to high standards of attainment, behaviour and wellbeing



## PERSONAL QUALITIES

29. Self-motivated, with good organisational skills, able to prioritise and delegate, when appropriate
30. Excellent interpersonal and communication skills
31. Receptive to the support and challenge provided by governors and colleagues
32. A commitment to ongoing personal and professional development
33. A strategic, commercial thinker
34. A good sense of humour
35. Ability to think 'outside the box' to ensure curriculum innovation



# Completing your application

## Application form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history, with no unexplained gaps since leaving school education. Include training, and research study, which has developed your school leadership skills. Application forms must be submitted in Microsoft word and not as PDF documents. (For anonymisation)

## Person specification and personal statement

When writing your letter of application it is really important that you address each of the requirements in the person specification. Ensure any additional pages (no more than 4 sides in total) are named, numbered and in a font size of no less than Arial size 11. Make sure that you provide evidence about the impact of your leadership.

## References

Please make sure that your three referees are aware of your application so that they are able to provide a quick response. One referee must be your current employer (this will be the Chair of Governors for serving headteachers) and you should provide their official organisation email address for us to contact. References will be requested prior to interview as part of our commitment to safer recruitment.

## Safer recruitment

Clore Tikva School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS checks.

# Important dates and information



Visit the school	To be arranged by contacting Mrs Valerie Garnelas in the school office on : Tel 0208 418 2312 <a href="mailto:valeriegarnelas@cloretikva.redbridge.sch.uk">valeriegarnelas@cloretikva.redbridge.sch.uk</a>
Closing date	Friday 9 <sup>th</sup> October 2020 Application deadline <b>8:00 a.m.</b>
Completed applications to be returned to	Mrs Valerie Garnelas <a href="mailto:valeriegarnelas@cloretikva.redbridge.sch.uk">valeriegarnelas@cloretikva.redbridge.sch.uk</a>
Shortlisting date	Thursday 15 <sup>th</sup> October 2020
Interview dates	Tuesday 20 <sup>th</sup> and/or Wednesday 21 <sup>st</sup> October 2020
Start date	1 <sup>st</sup> January 2021

