



We believe passionately that inclusion and equality for every child can be pursued alongside outstanding academic, sporting and creative achievement. This belief is at the heart of our culture.

An outstanding opportunity

Primrose Hill Primary School is a diverse, inclusive and confident two-form entry school situated in a spacious Victorian site alongside The Regent's Canal and nestled between serene parks and the cultural hub of Camden Town.

We are proud of the excellent education we provide for our children. Our success can be seen not just in our consistently high academic results, but also in our children's confidence and enthusiasm for learning. Through their time with us, they develop into well-rounded individuals – respectful, creative and self-assured.

We provide a stimulating yet relaxed learning environment and make excellent use of the world-class resources on our doorstep – from visits to London Zoo to performances at the Royal Albert Hall. Links with some of London's most respected cultural and scientific institutions, including the Royal College of Music and the Francis Crick Institute, give our children exceptional learning experiences. Sport, drama and music all form an integral part of school life.

Wellbeing is emphasised across our whole school from youngest to oldest, through breadth of experience and through explicit teaching of social and emotional wellbeing. Based on this emphasis and rigorous teaching standards, our children reap the rewards of excellent KS2 results. We are particularly renowned for our expertise in EYFS, mental health provision and special educational needs, with the latter supported by our Autistic Resourced Provision (ARP). Our ARP provides specialist support for EHCP children with a diagnosis of Autism (ASD) who would not manage in a mainstream setting, but for whom Special School is not appropriate. Pupils with higher



learning potential and/or particular gifts are also nurtured as an important aspect of our inclusive approach, assuring that high achievers feel neither bored nor isolated. In this way we ensure that all pupils reach their full potential.

We value our staff and have a well-established team that brings a richness of expertise. We are lucky to have a great many specialist practitioners, reflecting our emphasis on creativity and wellbeing, as well as a large group of highly skilled and well managed teaching assistants.

Distributive leadership is key to our success. Empowering staff and encouraging responsibility means that our team continuously flourishes, with an established middle leadership structure and a strong and supportive Senior Leadership Team and Inclusion Leadership Team.

We have excellent outdoor facilities with two large playgrounds including sports areas and play equipment, a garden and covered play/work areas for Reception classes. Inside is equally impressive with two large halls, a well-stocked library, a recording studio, dedicated art room and several other specialist support rooms. Some on-site car parking is also available. Our thriving nursery has a separate building with an inspirational outdoor learning space and direct access to the canal.

Challenge Partners, Quality Assurance Review, 27 January 2020

"Senior leaders and other leaders are united in having the highest aspirations for pupils. Leaders at all levels are highly reflective, accurate and honest about the school's strengths and weaknesses."



Primrose Hill is a beacon of inclusivity, inspiring pride among 100% of its staff and leaders, and seeking to be a role model to other schools in Camden, London and beyond.

There's a skill to balancing academic rigour with genuine inclusivity and creative innovation. We're proud of how we do that at Primrose Hill and we're excited to welcome an inspiring new leader to take us even further.

Our ethos

At Primrose Hill we aim to maximise children's achievement by removing barriers to learning through a varied, holistic curriculum, delivered in a safe, inclusive and stimulating environment. We place great value on the development of children as individuals and on providing every child with the skills, knowledge and understanding they need to develop into a well-rounded, informed citizen. Social, moral and emotional development are given a high profile in the school, and we believe that learning is always most effective and lasting when it is enjoyed. Our aim as a school is to produce happy, confident and curious learners. We believe our children's many academic and non-academic successes affirm this work.

As a primary school, we believe we have a key role in society in combating discrimination and promoting fairness, justice and equality through our teaching and in the role models we offer. We are a multicultural and secular school, with an ethos based on tolerance and respect for universal human rights. We are passionate about ensuring that our children own these values.

About the role

We are looking for an exceptional leader with a passion for education, who shares our ethos of inclusivity, excellence, and creativity. You will champion our holistic curriculum enriched by this city's world-class resources and informed by the latest educational research and practice. As an outstanding teacher, rigorous and inspirational in your knowledge of teaching and learning, you will lead fantastic staff, nurture our pupils of all ages, and inspire confidence in parents.

The right candidate will be someone who shows warmth and to whom the children can relate. You will have a range of styles, including the ability to be authoritative where required.

You will be an excellent communicator, who is approachable and supportive to all our diverse stakeholders (and an excellent sense of humour would be appreciated). Being highly organised and able to think through, communicate and implement new systems and procedures is equally vital.

You will be outward facing and keen to make connections locally, regionally and nationally. Primrose Hill is well placed to embrace an ambitious leader, ready to capitalise on and contribute to our close partnership with five other local primaries (known as our '1-3-5 Cluster'), as well as with Camden Learning, Challenge Partners and the Institute of Education, among others. It is already a leading school in the borough, and, given the rapidly changing educational landscape, this role has the potential to develop into an even broader leadership role.

Key school facts and statistics

Type of school	Two form entry
community primary school	
Age range	2-11
Denomination	Community
Co-educational or single sex	Co-educational
Location	Primrose Hill, Camden
Budget	Approx. £3.14m
Number of children	461
Average class size	30
Absence days	4.7%
Date established	1886
School awards	Ofsted Outstanding 2009
Number of teaching staff	23 teachers and 27
teaching assistants	
Pupils eligible for free school meals	
at any time during the past 6 years	35.4%
Pupils with SEN Support	21%
Pupils with an SEN Education, Health and Care Plan	4.2%
Pupils whose first language is not English	59.5%
Progress score in reading, writing and maths	5.5 Reading
	2.9 Writing
	5.7 Maths
Pupils meeting expected standard in reading, writing and maths	83%
Pupils achieving at a higher standard in reading, writing and maths	34%
Average score in reading	110
Average score in maths	110

Collaborative Review with other schools in the local '1-3-5 Cluster', June 2019

"Children interviewed were able to talk about their curriculum experiences, and the curriculum floor books reflected the wide range of activities that address different methods of learning."



Job Description – Headteacher

Reporting to: Governing Board (line managed by Chair of Governors)

Working time: Full-time. The Headteacher is expected to work such hours as shall be reasonably necessary to properly discharge their duties

Salary: L18-L24 – Commensurate with experience/more for an exceptional candidate

The priorities for the role, as agreed by the Governing Board, are evolving to meet the current, unprecedented challenges. The School has adapted well during the COVID crisis, thanks both to its committed staff and an already established Google Classroom system, however the first priorities for any new Headteacher will be maintaining confidence and continuity, and helping pupils to recover from the lockdown within a more stable learning environment. The School improvement Priorities for 2019-20, prior to lockdown, included refining our curriculum vision and assessment processes, launching the Autistic Resourced Provision and developing our playground and lunchtime provision. Some of these priorities will extend into 2021. The more lasting aspects of the Job Description, however, are outlined here under the following headings:

- Core purpose
- Strategic direction and shaping the future
- Leadership
- Learning and teaching
- Staff management and development
- Managing systems and resources
- Accountability

Core purpose

The core purpose of this role is to provide professional leadership and management of the school that will achieve high standards in all areas of the school's work.

To achieve success, the Headteacher will:

- Effectively manage teaching and learning
- Promote excellence, equality and high expectations for all pupils and staff
- Provide vision, leadership and direction
- Evaluate school performance and identify priorities for continuous improvement



- Effectively secure and deploy resources to achieve the school's aims
- Carry out day-to-day management, organisation and administration
- Maintain the commitment of the wider community to our vision of education, and secure its support for improvement and growth
- Maintain and develop a safe and productive learning environment that is engaging and fulfilling for all pupils
- Work effectively and transparently with the school's Governing Board
- Strengthen our parental and local community engagement

Challenge Partners, Quality Assurance Review, 27 January 2020

"Pupils are extremely happy, love coming to school and attend regularly. Relationships throughout the school are quite exceptional. Pupils show the utmost respect towards each other and adults. Attending Primrose Hill is like receiving a metaphorical hug!"



Job Description continued



Strategic direction and shaping the future

- Ensure that safeguarding children is prioritised in everything that the school does
- Develop the existing strategic plan, underpinned by sound financial planning which identifies priorities and targets and ensures that, through a process of self-evaluation, we are meeting our objectives
- Work with the Governing Board and other key stakeholders to maintain a shared vision and create future strategic plans which will inspire and motivate pupils, staff, parents/carers and the wider community
- Ensure that strategic planning takes account of the diversity, values and experience of the school community
- Actively seek to be aware of political, economic, technological and social developments, trends and changes in the medium to long-term future that could have an impact on the school
- Keep abreast of the latest developments in pedagogy, be committed to cross-school collaboration and be eager to try new approaches
- Promote the school as a beacon of excellence within the borough and the educational landscape of London
- Build on existing community links and support community cohesion

Leadership

- Provide inspiration and strong leadership to the teaching team to ensure that the school continues to deliver the highest standards of teaching and learning across the board
- Ensure the school's vision is clearly articulated, understood and acted upon effectively by all
- Lead by example and embody the school's vision and values for the pupils, staff, Governors and parents of the school
- Keep staff, parents, Governors, the Local Authority and the local community informed of progress and key developments

Learning and teaching

- Continue to raise the quality of teaching and learning within a successful and self-critical learning culture
- Maintain a consistent and continuous school-wide focus on pupils' achievement using data, benchmarks and feedback to monitor progress in every child's learning
- Create a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Assess, monitor and evaluate the quality of teaching standards and the delivery of the curriculum across the board in order to build on success and identify and act on areas of improvement
- Manage the introduction of new forms of digital learning and other technologies for the benefit of the pupils
- Demonstrate and articulate high expectations and set challenging targets for the whole school community
- Maintain and develop our creative curriculum and enrichment activities
- Self-evaluate to ensure that PHS continues to develop a holistic approach to supporting pupil development
- Ensure that parents are appropriately engaged in partnership with the school in their children's development

SIP Questionnaires, June 2019

"100% of staff and 95% of parents believe the school is well led."



Job Description continued

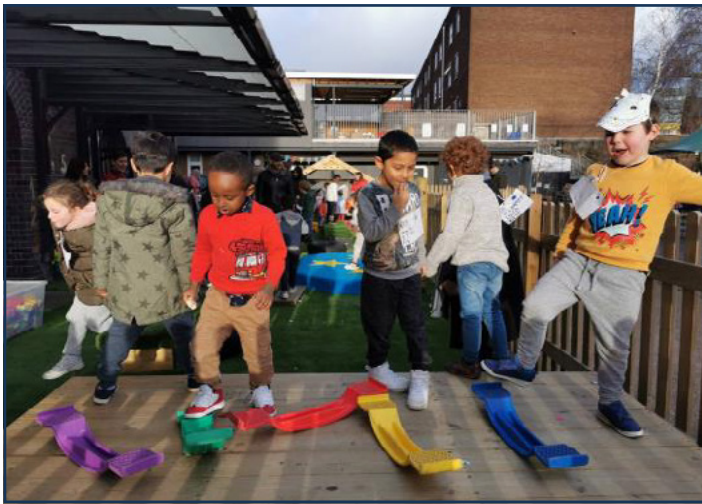
Staff management and development

- Develop effective professional relationships and communications which enable everyone in the school to achieve
- Create an organisational structure that reflects the school's values and enables the management systems, structures and processes to work effectively in line with key priorities
- Ensure effective planning, allocation, support and evaluation of work, ensuring clear delegation of tasks and devolution of responsibilities
- Provide opportunities for growth and continuing professional development of the teaching team by creating an inspiring, professional work environment
- Ensure that all staff receive regular performance reviews and have individual professional development plans to address skills gaps
- Ensure that all staff are involved in the school development plan and that staff and Governors are involved in setting key priorities
- Retain and where necessary recruit a high-quality leadership and teaching team and deploy staff effectively in order to improve the quality of education
- Ensure that staff wellbeing is prioritised as part of recruitment and retention



Managing systems and resources

- Provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation
- Agree and set appropriate priorities for expenditure, allocate funds and ensure systems are in place for the effective administration and control of school budgets
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Use and integrate a range of technologies effectively and efficiently to manage the school
- Ensure that all school buildings meet the needs of the curriculum and health and safety regulations
- Supplement the school's income through creative forms of fundraising



Camden Learning Report on Standards Meeting, October 2019

"The school is rightly proud of the curriculum it offers..."
"Governors bring a wide range of skills to the Governing Body and... are active in strategic decision making."



Job Description continued

Accountability

- Work with the Governing Board (providing information, objective advice and support) to enable it to meet its responsibilities
- Create and develop an organisation in which all staff recognise that they are accountable for the success of the school and the welfare of its pupils
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including Governors, the Local Authority, parents and the local community
- Ensure that parents and pupils are well informed about the school's direction, priorities, curriculum and pupils' attainment and progress
- Combine the outcomes of self-evaluation with regular external evaluations to most effectively develop the school



National Standards of Excellence

This job description is based on the DfE's National Standards of Excellence for Headteachers. The Headteacher will carry out his/her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers and education and employment legislation. The Headteacher is accountable to the Governing Board for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE may introduce. This job description is subject to annual review.

Collaborative Review with other schools in the local '1-3-5 Cluster', June 2019

"Parents talk confidently about how their children learn and the skills and knowledge they acquire. They comment that the school is a nurturing, caring and warm community where they have seen a range of visible improvements."



Person Specification

Primrose Hill Primary School is seeking a new Headteacher of the very highest quality to sustain and improve our outstanding provision. The successful candidate will bring a strong record of leadership in education, together with a passion for learning and children's wellbeing, and the ability to inspire everyone at our diverse school to achieve their very best.

Our staff, children and parents have helped to define the qualities and experience that we are looking for in our new headteacher.

Qualifications

- Qualified Teacher Status with a graduate level qualification
- Award of the National Professional Qualification for Headship (NPQH) (Desirable)
- Additional evidence of Continuing Professional Development appropriate to the role of headteacher (Desirable)
- A NASEN qualification (Desirable)

Experience, knowledge and skills

1. Evidence of successful senior leadership as a Headteacher or Deputy Headteacher in a primary school, with an understanding of early childhood development and the EYFS
2. Completion of an approved 'safer recruitment' training or a commitment to do so before taking up post
3. Completion of appropriate Child Protection training or Designated Senior Person training
4. Experience of managing and working resourcefully within an annual budget similar or larger than that of PHS, and the ability to undertake realistic financial planning for an uncertain future
5. A proven track record of raising teaching standards and promoting excellence, and an ability to challenge and effectively address under-performance when necessary
6. The ability to build on the school's existing vision and values, together with the ability to clearly and confidently communicate that vision to inspire enthusiasm and hard work
7. Experience of managing highly experienced staff, but also of staff induction, training and mentorship along with a commitment to nurturing student teachers and Newly Qualified Teachers
8. A proven track record of leading school improvement planning, as well as the perseverance to monitor implementation and see projects through to their end
9. Experience of managing organisational change/growth
10. Experience of collating and evaluating school data in a way that informs future school improvement priorities
11. A proven track record of raising pupil achievement across a wide range of abilities and backgrounds
12. Experience of working with a Governing Board and knowledge of its statutory duties
13. The ability to think strategically and to view the School in the context of wider external (local, national, global) changes
14. Ability to work with political and financial astuteness, while upholding key principles of transparency, integrity, confidentiality and probity
15. Experience of successful fundraising and/or additional income generation (Desirable)
16. In-depth knowledge of evolving educational policy and legal frameworks and an up to date understanding of current curriculum and pupil assessment requirements
17. Experience of outstanding teaching and/or leadership across as wide a range of pupil ages, nursery to 18, as possible (Desirable)
18. Experience of and knowledge about inclusive education and working with children with Special Educational Needs and/or Disabilities (Desirable)
19. Experience of working in a consortium or network of schools in order to share and promote outstanding practice (Desirable)

**Challenge Partners,
Quality Assurance Review,
27 January 2020**

"The leadership of SEND is brilliant."



Person Specification continued

20. Experience of meeting the needs of all pupils from a diverse community, and experience of having challenged children to gain the highest rewards for excellence in both their academic and non-academic pursuits
21. Sound organisational and editorial skills, with attention to detail, and excellent verbal and written communication and influencing skills
22. A demonstrated ability to meet all National Standards of Excellence for Headteachers in relation to this appointment

Professional attributes and personal qualities

23. Positivity, drive, passion and enthusiasm to inspire the very best in others, with a willingness to trust in the qualities of others and a commitment to collaborative decision-making
24. Confident working with technology, both directly and in terms of bringing its benefits to pupils and to school administration
25. A commitment to the engagement of parents/carers in a child's education and in the communal life of the school, helping them to remove their own barriers to that participation
26. Fervent belief in a broad range of curriculum enriching activities, including creative and performing arts and sport, and the value they bring to our school
27. A commitment to evidence-based pedagogical practice and to rigorous forms of evaluation
28. A positive appreciation of cultural diversity and the value of secular ethics, based upon human rights and responsibilities, including a commitment to championing the rights of children as citizens of the world
29. A commitment to Continuous Professional Development where professionals continuously challenge themselves, are focused on their own professional development and always seeking to improve the quality of teaching and learning
30. A keen willingness to work with the Governing Board, Camden Learning, the local community and other external parties in the best interests of the School
31. A commitment to maintaining the work/life balance of all staff



32. A positive approach to pupil behaviour management and an appreciation of mental health and the impact of trauma and adverse early experiences
33. A commitment to engaging with children; garnering and listening to their views
34. Approachable and positive demeanour with the ability to remain calm and steadfast when tackling difficult issues or crises
35. A commitment to transparency and to communicate and collaborate effectively with all stakeholders, drawing on strong interpersonal skills, an excellent sense of humour and emotional sensitivity

SIP Questionnaires, June 2019

"100% of parents say they are always made to feel welcome at the school with 97% saying they would recommend the school to another parent."



We asked pupils, parents and staff to share their thoughts as we begin our recruitment round and they said

Staff ... What are the most important personal qualities and values you think that a new Headteacher should have?

- Someone non biased and passionate about the job and who will care about their staff members' wellbeing and safety.
- Honesty, approachable, calm, clear, consistent, kind.
- Seeing the staff as a team, valuing everyone at every level and appreciating how integral each role is to the school. Someone who listens and responds to feedback and sees Primrose Hill as a team.
- Approachability and empathy for staff and children alike.
- Organised and good at keeping staff informed.
- Good at creating a community both within staff and families.
- Remaining calm under times of stress.
- A long-term vision for the school.
- Appreciation of the arts.
- Someone who is passionate about inclusive education. Courage to stand up for all members of the school community. The ability to be persuasive so that all members of the school community go with them willingly when they make changes. The ability to make judgements and read people so that decisions made are the best ones for all parties.
- Excellent, warm interpersonal and communication skills. Have an open, liberal, forward-thinking mind.
- To be open, understanding and knowledgeable about all the years in a primary (aged 2 to 11).
- Being able to acknowledge mistakes and having a drive in always finding solutions to problems and having confidence in the team.
- Inspirational, practical, realistic, truthful, community-focused.

Parents ... What do you feel makes Primrose Hill a special school?

- Year 2**
The amazing teachers, and leadership!
- Reception**
The genuine love shown to each and every child.
- Year 1**
It is friendly inclusive and dynamic.
- Year 5**
It's supportive, creative, innovative and has a community feel.
- Year 2**
How it operates and makes us feel welcome.
- Year 4**
Everyone is welcome, you are made to feel welcome. The headteacher is always approachable.



Pupils ... What do you want our new headteacher to be like?

- A kind person who likes children and is funny.
- Somebody who will listen to the students and puts learning ahead of everything else.
- I want the new headteacher to be kind and supportive of other people's dreams.
- I want her or him to be funny and kind. I also want them to be fair and strong.
- I would like him/her to be flexible and very open minded.
- Kind, funny, approachable, helpful and a little bit strict.

- Kind, accessible, peaceful, helpful.
- To respect everyone equally and help everyone and take part in our learning.
- Kind brave helpful and friendly and intelligent.
- They should be kind, positive, fun to learn with and have a particular talent.
- I want the new head teacher to act with initiative and positivity counting everyone's say in what happens to the school. As well as confident and giving every one an opportunity.





Who we are

Camden Learning is a local partnership set up for the benefit of children and schools. It is a joint enterprise set up between Camden schools and Camden council. We bring teachers, headteachers and other education practitioners together, to share expertise, drive improvement and develop excellent practice.

What we do

- We work with schools to improve teaching and learning. We share responsibility for the achievement of all Camden children and the excellence of all our schools.
- We support local schools with their development and help to ensure they have the best people and practices in place.
- We attract and retain the very best teachers, headteachers and school leaders.
- We encourage local practitioners to be creative and innovative.

www.camdenlearning.org.uk

Jon Abbey, Managing Director, Camden Learning writes:

"Camden Learning are committed to supporting the next Head Teacher of Primrose Hill to thrive within our welcoming borough. We welcome future leaders with aspiration and ambition and see potential for innovative school leadership and organisational solutions in the coming years in order to respond most effectively to the changing educational landscape."





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