

Headteacher

Warren Dell Primary School
(including the Specialist Resource Provision)
& The Acorn Centre



Recruitment Pack

Full Time

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Welcome from the Chief Executive Officer

Dear Applicant,

I am delighted that you are interested in finding out more about the position of our Headteacher role within the Agora Learning Partnership. This position offers the successful applicant an exciting opportunity to lead Warren Dell Primary School, which includes a Specialist Resource Provision, and a Primary Support Base - the Acorn Centre.

Warren Dell is one of the ten Academies that form the Agora Learning Partnership. An organisation where collaboration and partnership are believed to be the key to success. The Agora Learning Partnership is a place where we 'work together, learn together and succeed together'.

At the Agora Learning Partnership, children are placed at the heart of all decisions that are made, and it is a place where school leaders make 'local decisions for local children' to ensure the needs of the children are met.

School leaders are well-supported by a dedicated central team, to ensure they can focus on their schools, the children and the education they provide.

The Role

Warren Dell is a fantastic school with delightful children and motivated staff, committed to ensuring the children thrive. The success of the school has been formally recognised in the most recent Ofsted inspection reports found [here](#).

This role will appeal to someone who is highly inclusive, ambitious for all children and passionate about helping children flourish and achieve their very best in all aspects of school life and beyond. It also requires an individual who can work positively with the staff team to maintain the high standards that have already been achieved at the school.

If you are a dynamic senior leader who sees themselves making local decisions to meet the needs of children, whilst playing a positive role in our Partnership overall, then we look forward to receiving your application.

I hope you find the information in this recruitment pack useful; however, you may like to find out more about the role. I am more than happy to talk through this opportunity. School visits prior to application are also warmly welcomed. Please feel free to contact me on HR@agoralearning.co.uk to arrange either of these.

I look forward to hearing from you.

Kind regards

Rebecca Daulman
Chief Executive Officer

Warren Dell Primary School

Warren Dell Primary School is a one form entry school in South Oxhey, Watford. The school offers an amazing education to approximately 270 children, from pre-school to Year 6, including those children who attend the school's Specialist Resource Provision and children supported through a Primary Behaviour Support Service; a service based at the Acorn Centre near the school.

The school offers 30 hours provision for the nursery children, as well as before school breakfast club and after school clubs, which are run internally. Children are also offered a range of enrichment clubs, after school and during the school day.

The school's grounds are large, with two playgrounds (one for each key stage) and many large open field spaces. Perfect for hosting the school's annual Sports Day!

Warren Dell is a school where everyone feels welcome and accepted. It is a place where all children's successes are celebrated; a place where children are encouraged to be inquisitive learners and to enjoy finding out about the world around them in order to help them achieve their full potential.

The staff of Warren Dell Primary School are committed to raising standards and providing the very best education for the children in their care. The children benefit from highly trained staff, including a teacher and teaching assistant in every classroom. The staff team pride themselves on treating every child as an individual. The team also values the opportunity to work in partnership with parents and the local community.

The Warren Dell curriculum is knowledge-based. It helps children acquire a broad range of knowledge and then provides them with exciting opportunities to help them retain all they have learned. Half-termly themes are enjoyed by the children, and these also support cross-curricular learning. Themed learning, coupled with many enrichment opportunities, ensures the children fully engage in a curriculum that is relevant and meaningful.

Warren Dell is judged to be outstanding by Ofsted (January 2024) in all areas; inspectors stated:

- Pupils thrive at this vibrant school.
- Older and younger pupils play together with kindness and enthusiasm.
- Staff have incredibly high expectations for what pupils can achieve.
- The school has designed a curriculum that clearly sets out the knowledge pupils will learn.
- The school carefully identifies the needs of pupils with SEND and puts in place the effective support they need.
- Reading is a high priority. The school ensures that staff are trained to be experts in teaching phonics.
- The school and trust focus on providing high-quality early years provision.
- Behaviour routines are very well established.
- Pupils are friendly and tolerant.
- The trust and school leaders share a passion to be highly inclusive.

Warren Dell has been part of the Agora Learning Partnership (a multi-academy trust) since its inception in September 2017. The Agora Learning Partnership is an inclusive, collaborative and forward-looking Trust, where all members of the Trust community 'work together, learn together and succeed together' in order to give all of the children in our academies the best possible education and learning opportunities.

Headteacher

Job Description

This job description may be varied at any appropriate time, following a period of consultation with the employee. It may also be reviewed annually in conjunction with the appraisal process and planning for the next academic year.

Line manager	Chief Executive Officer
Responsible to	Chief Executive Officer and the Academy Governing Board
Location	Warren Dell Primary School

Core Purpose of the Role:

The Headteacher will:

- Provide dynamic and professional leadership for the Academy, including the specialist Resource Provision, and the Primary Support Base which helps to secure its ongoing success and improvement
- Work to provide leadership, vision and strategic direction for the Academy, including the specialist Resource Provision, and the Primary Support Base to ensure the highest quality of education for all children, reflected in its standards of learning and achievement
- Appropriately develop and empower staff, resulting in the Academy, including the specialist Resource Provision, and the Primary Support Base running smoothly and effectively
- Take advantage of opportunities for collaborative working and use them to drive school improvement

Duties and Responsibilities – Specific:

	The Headteacher will:
School Culture	<ul style="list-style-type: none"> • Create a positive culture where: <ul style="list-style-type: none"> ➢ Children are placed at the centre of all decisions. ➢ Staff and children thrive. ➢ Positive and respectful relationships are promoted. • Work with the Academy Governing Board to determine, in consultation with local stakeholders, a vision and set of values which underpins, promotes and is consistent with the overall ethos of the Trust, and which also maintains the distinctive character of the Academy and the needs of the school community. • Ensure that staff understand the Academy vision and values and that they consistently adhere to them in all aspects of their work. • Create and maintain a robust culture of safeguarding in the Academy and ensure all statutory responsibilities are met as outlined in the Trust's policy for child protection
Teaching	<ul style="list-style-type: none"> • Ensure that the children receive high-quality teaching delivered by well-trained and knowledgeable staff, who use assessment effectively to ensure the needs of children are met and positive outcomes are achieved. • Champion creative, responsive and effective approaches to teaching and learning • Maintain and develop effective systems of planning, assessment and record keeping, sharing effectively with parents/carers and children
Curriculum and Assessment	<ul style="list-style-type: none"> • Support and empower school leaders (including subject leaders) to: <ul style="list-style-type: none"> ➢ Put in place a robust, challenging and appropriate curriculum intent and plans for its implementation that fulfil the expectations of the Primary National Curriculum as a minimum and Trust-wide curriculum priorities. ➢ Work with teachers to deliver the curriculum intent and monitor the impact of its implementation on engagement, behaviour and outcomes. ➢ Monitor the impact of the curriculum; reporting findings to other parties as required. • Monitor and evaluate the overall effectiveness of the curriculum and related assessment; work with school leaders to achieve rapid improvement in development areas
Behaviour	<ul style="list-style-type: none"> • Provide staff and children with a safe, orderly and inclusive environment, where diversity is

	<p>celebrated and valued.</p> <ul style="list-style-type: none"> • Achieve high standards in pupil behaviour and engagement
Additional and Special Educational Needs and Disabilities	<ul style="list-style-type: none"> • Ensure the expectations for children with additional needs, including those deemed vulnerable and those with special educational needs and disabilities, are both ambitious and inclusive, resulting in all children being able to access the curriculum and the needs of all children being met. • Ensure statutory requirements with regards to the following are met: <ul style="list-style-type: none"> ➢ Special educational needs and/or disabilities ➢ Children deemed vulnerable. ➢ Diversity, equity and inclusion
Professional Development	<ul style="list-style-type: none"> • Be the 'lead learner' in the school. • Recruit, retain and deploy excellent staff to achieve the vision and goals of the Academy. • Prioritise and plan the professional development opportunities for staff to drive school improvement, drawing on the skills, knowledge and expertise of staff, internally and from across the Trust. • Ensure that the Trust and local Academy policies on pay and appraisal are followed and that all staff have challenging performance objectives and appropriate development to help them meet those objectives. • Implement strategies that address the workload and wellbeing of staff. • Ensure staff are clear about: <ul style="list-style-type: none"> ➢ Their roles and what makes them successful. ➢ The importance of the relationship between them and the broader school community, including parents • Develop leadership capacity at all levels
Organisational Management	<ul style="list-style-type: none"> • Work with staff to ensure the activities are well-managed on a day-to-day basis. • Establish, oversee and evaluate the effectiveness of systems, processes and policies to ensure the Academy, including the specialist Resource Provision, and the Primary Support Base operate effectively and efficiently. • Construct an annual and a five-year budget that aligns with the priorities in the Academy Improvement Plan • Operate within the agreed Academy budget and generate additional income. • Ensure the staffing structure is able to deliver the priorities in the Academy Improvement Plan and the expectations of the curriculum. • Manage the schools financial and human resources effectively, working in conjunction with Governors, to achieve the school's priorities. • Manage local capital projects, in collaboration with the Trust's Central Team • Comply with statutory obligations and mitigate key risks to the Academy, including the specialist Resource Provision, and the Primary Support Base • Identify key risks to the Academy, including the specialist Resource Provision, and the Primary Support Base and maintain risk registers. • Ensure data protection processes are compliant with data protection legislation. • Ensure IT is used effectively to improve outcomes for children and support the smooth running of the Academy, including the specialist Resource Provision, and the Primary Support Base
Continuous School Improvement	<ul style="list-style-type: none"> • Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers, which limit school effectiveness, and identify priority areas for improvement. • Develop an annual Academy Improvement Plan, in conjunction with the Academy Governing Board, which addresses the Academy's priorities for development, including improvements in educational outcomes, and that takes into account and is consistent with overall Trust improvement priorities. • Ensure the careful and effective implementation of improvement strategies leads to sustained Academy improvement over time. • Prepare the Academy for inspection and take action to meet the expectations of the current Ofsted framework
Working in Partnership	<ul style="list-style-type: none"> • Establish and maintain positive and professional working relationships with colleagues within the Academy and beyond, for example, within the Trust. • Partner successfully with other schools/academies (including within the Trust) and organisations in a climate of mutual challenge and support.

	<ul style="list-style-type: none"> • Work with the Academy Governing Board to seek the views of pupils, parents and staff and ensure that views are taken into account, where appropriate, when developing improvement plans and/or policies and procedures • Communicate with staff, parents and the community and network widely in the best interests of the Academy. • Promote, with staff, the importance of partnership working with parents and families
Governance and Accountability	<ul style="list-style-type: none"> • Engage positively with the Academy Governing Body and the Trust's Central Team • Understand the role and responsibilities of the Academy Governing Board(s), the Trust's Executive and the Board of Trustees with regards to the accountability measures in place within the Trust and its Academies • Implement Trust and Academy Governing Board decisions and develop the agreed vision

Duties and Responsibilities – General:

The Headteacher will:

- Uphold the ethos of the Trust.
- Assist in achieving the Trust's vision and aims.
- Support the implementation of the Trust's strategic plans.
- Contribute positively to creating a productive and happy working environment.
- Establish and maintain professional and effective working relationships as a member of the Trust.
- Work effectively with colleagues as a member of the Trust, taking individual and collective responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
- Participate as required in meetings and training with colleagues in respect of duties and responsibilities of the role as part of the Trust.
- Take responsibility for their own professional development and play a full and active part in the appraisal process.
- Adhere to all Trust-wide policies and procedures, including those detailed in the Trust's Scheme of Delegation
- Maintain confidentiality at all times in respect of Academy and Trust-related matters and prevent disclosure of confidential and sensitive information.
- Undertake any other duties of a similar level and responsibility as required by the Chief Executive Officer

Headteacher Person Specification

Headteacher

Requirements of the Post	Essential	Preferred	Source
Qualifications			
Qualified teacher status	•		Application
Degree	•		Application
Evidence of further relevant qualifications, such as a master's degree or National Professional Qualification (for example, NPQH)		•	Application
Experience			
Senior leadership experience in an educational setting	•		Application, interview, task
Experience of:			
Creating a positive culture	•		Application, interview
Leading and managing teams	•		Application, interview
Staff recruitment, appointment and induction	•		Application, interview
Working with a range of external professionals and organisations to achieve organisational aims	•		Application, interview
Knowledge and Skills			
Knowledge of:			
Current developments in the educational landscape, including in relation to curriculum	•		Interview, presentation
The school improvement cycle and successful school improvement strategies	•		Interview, presentation
What constitutes an effective curriculum and excellent teaching and learning	•		Task
A trauma-informed approach to working with children	•		Interview, presentation
Best practice and procedures for safeguarding children and supporting children with special educational needs and/or disabilities	•		Application, interview
Risk management		•	Presentation
Able to:			
Lead and manage an organisation and people effectively	•		Interview, task
Provide dynamic and professional leadership	•		Interview, presentation
Lead organisations, including by articulating and communicating clear vision and values created in response to consultation with stakeholders	•		Interview, presentation
Create and implement strategic plans	•		Application, interview
Drive change based on a sound strategic vision	•		Presentation
Demonstrate a track record in successful school improvement and improving children's outcomes	•		Application, interview

Work with school leaders to identify strengths and weaknesses in a curriculum and drive improvement	•		Task
Use existing, new and emerging technologies to support improvement	•		Application, interview, presentation
Build positive and professional relationships with colleagues	•		Task
Support and empower colleagues to lead and manage, taking account of their wellbeing; delegate where appropriate, whilst ensuring accountability measures are in place	•		Application, interview
Draw on collaborative working opportunities to support school improvement	•		Task
Provide support, including training, to a range of stake holders	•		Application, interview
Take the necessary steps to safeguard children	•		Application, interview
Create a safe, orderly and inclusive environment for children and staff, where diversity is celebrated and valued	•		Task
Positively promote and achieve equity and inclusion	•		Application, interview
Implement essential policies, processes and procedures across an organisation and ensure these are consistently adhered to	•		Interview
Set and monitor budgets, ensuring these have the greatest impact on school improvement		•	Application
Act as a professional and positive ambassador	•		Presentation, task
Prioritise workloads and work to given deadlines	•		Task
Work well under pressure and cope with the unexpected	•		Application, interview, presentation, task
Personal Qualities and Attributes			
Child-centred	•		Interview, presentation, task
Leads by example	•		Task
Excellent communicator (both verbally and in writing)	•		Interview, presentation, task
Emotionally intelligent and committed to the well-being and development of the 'whole' child and staff	•		Interview, presentation
Team player and excellent collaborator	•		Interview, presentation
Effective organisational skills	•		Presentation, task
Solution focussed	•		Task
Committed to safeguarding children and young people and promoting their welfare	•		Application, interview
Committed to equal opportunities	•		Task
Committed to ongoing professional development opportunities	•		Application



The Agora Learning Partnership's Vision

Work Together, Learn Together, Succeed Together	
Together	In ancient Greece, the word 'Agora' was used to describe a public open space used for assemblies and markets; Agora, a place where people could be together. As such, working together and learning together are fundamental to achieving our vision.
Children	At the Agora Learning Partnership, we believe in the power of collaboration to improve the life chances of children and young people, whilst enabling them to flourish and achieve the very best outcomes in all aspects of school life and beyond. This belief underpins the vision for our organisation.
Staff	For such collaboration to be a success, our staff will have a variety of skills, knowledge and expertise; supported through the connection and development of our staff groups, Partnership-wide. We strive to be the employer of choice, so that we can recruit, develop and retain talented individuals who are suited to the schools and the children they serve.
Schools	Furthermore, we aspire for carefully planned collaboration, with the Partnership and beyond, to be the driving force for school improvement and strive for a self-improving, self-sustaining system. We believe this, alongside our 'local decisions for local children' approach, will support ongoing improvement in schools and will result in the children and young people we serve being offered a first class, enriched education that is fully inclusive; we will meet the needs of every child, preparing them for future life.
Community	We understand that each of the Partnership schools has a unique identity. We will continue to work hard to engage with each school community to ensure the needs of each school community are met. Also, throughout our whole Partnership, we will work to provide a welcoming, safe and respectful environment; an environment where diversity is embraced and celebrated and where there is equity of opportunity for all.

The Agora Learning Partnership's Aims

Together	<ul style="list-style-type: none"> To work together to improve the life chances of children
Children	<ul style="list-style-type: none"> To enable all children to flourish and achieve the very best outcomes in all aspects of school life and beyond
Staff	<ul style="list-style-type: none"> To be the employer of choice to recruit, develop and retain talented individuals
Schools	<ul style="list-style-type: none"> To achieve ongoing school improvement by implementing the Partnership's self-improving and self-sustaining system, underpinned by collaborative-working opportunities
Community	<ul style="list-style-type: none"> To continue to implement a 'local decisions for local children' approach in order that all children receive a first class, enriched education that is fully inclusive

The Together Strategy

What?

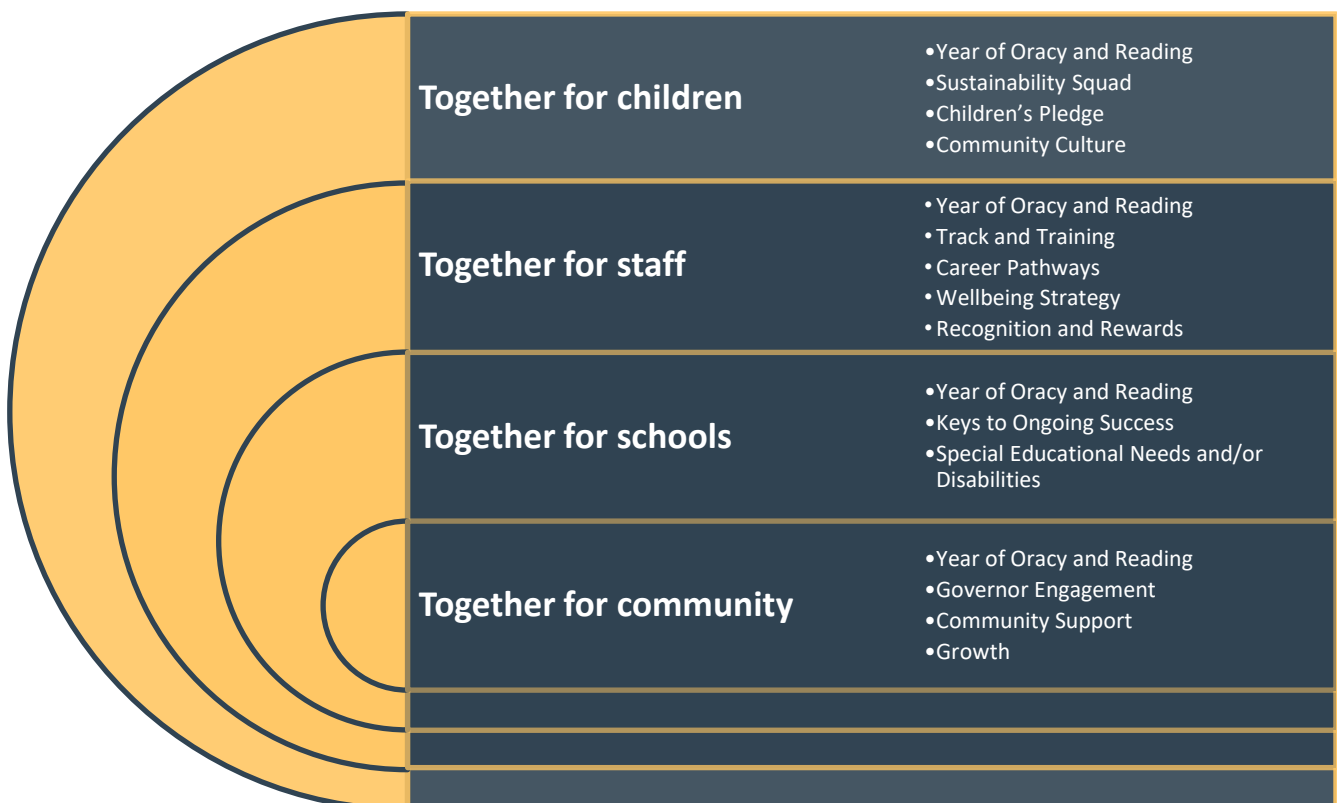
In September 2021, the Agora Learning Partnership launched the Together Strategy. The Strategy details how everybody across the Partnership will work together to secure Trust-wide improvement. The core purpose of the strategy is to enhance, and not replace, the individual work of schools and assist in improving the life chances of the children and young people within and across the Partnership... ultimately helping them to flourish and achieve the very best outcomes in all aspects of school life and beyond.

How?

The Together Strategy contains detail about the strategies that will be employed to achieve ongoing Trust improvement. These strategies are related to four focus areas – Together for Children, Together for Staff, Together for Schools, and Together for Community. A strategic plan has been developed to drive the implementation of these strategies.

When?

Implementation of the Together Strategy strategic plan commenced in September 2021, the plan has been reviewed and updated annually since that time. The plan continues to be the driving force for Trust improvement.



Employee Benefits

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. As your future employer we place importance on these aspects too.

- Salary: L18 – L24 £77,051 – £89,033– dependent on experience (24/25 payscale)
- Support from a highly skilled central team
- Access to continuous professional development opportunities
- Supportive, friendly, and professional working environment
- A Trust commitment to staff wellbeing and work life balance
- Strong partnerships and networks
- An inclusive culture, where diversity is valued and celebrated and equity for all staff is promoted

A	...is for <i>acceptance</i>
L	...is for <i>liberty</i>
P	...is for <i>passion</i>

At the Agora Learning Partnership, we believe that collaboration is essential if we are to achieve our quest to improve the life chances of all the children in our care. We feel ***passionately*** that for collaboration to be successful, relationships must be both positive and respectful. Furthermore, all children and adults associated with our Trust must feel ***accepted*** and ***liberated***; we firmly believe that everyone should be free to be who they want to be – they should be proud of their talents and interests and have their own thoughts, beliefs and ideas, which they can confidently promote and share. The Agora Learning Partnership is a place where discrimination is not tolerated; instead, we celebrate the diversity in people and value the positive impact all the children and adults in our Trust community have on our organisation.

We also recognise that we are responsible for ensuring that all children and adults within the Partnership can flourish and reach their full potential. To achieve this, we employ a range of strategies to help secure equity for all, where adaptations to the Trust offer are made in order to achieve this. Ultimately, this empowers people to feel fully included and able to play a positive role within the Partnership.

This aspect of the Partnership's ethos and culture is imperative to its success and to the success of the staff and the children, during their time in the Trust and as they venture into the wider world. The children are developing the skills and the character they need to succeed in a wonderfully diverse world-wide community.

The Recruitment Process

Closing date	Thursday 1st May 2025 10am
Shortlisting	Tuesday 6th May 2025
Interviews	Wednesday 14th May 2025, all day

The Agora Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful appointments are subject to receiving satisfactory employment checks including references and a satisfactory Disclosure and Barring Service (DBS) Enhanced check. This post is exempt from the Rehabilitation of Offenders Act 1974.



What we would like to know

Please read the job outline and person specification to complete the online application form and supporting statement on My New Term, covering the questions below, by the closing date.

Please see the websites below for further information:

[Agora Learning Partnership](#)

[Warren Dell Primary School](#)

What skills, knowledge and experience do you have?

Considering the job description and person specification for the post, how well do you match what we are looking for in terms of your skills, knowledge and experience?

There may be skills, knowledge and experience that you have which do not fit neatly into our job outline. Are there ways in which you think you can bring additional skills, contacts or knowledge that the Trust may find useful?

Are you the right person for our organisation and team?

Please look at the list of personal attributes included in the person specification, which we think would be valuable for the post-holder. Tell us why you think you would be a good match for our organisation.

What is your evidence base and track record?

What would you like to tell us that demonstrates the measurable impact of your work that you are most proud of?

