



The Stonebridge School Headteacher Candidate Pack



Letter from the Chair of Governors

Dear Prospective Head teacher,

Thank you for your interest in our primary school and the role of headteacher. This vacancy has arisen following a period of significant demographic change in the local area and an interim senior leadership arrangement. We are seeking to appoint a permanent headteacher **from September 2026**. This is an exciting opportunity for a dynamic leader to build on the recent progress and shape the next chapter of the school's development.

At The Stonebridge School, we pride ourselves on enabling children with a wide breadth of needs and abilities to thrive. We have created an inclusive and stimulating learning environment, strongly supported by an active and engaged school community. We have high expectations for every child and support them to succeed academically, creatively, emotionally, and socially.

We are looking for a talented leader, either with existing experience as a headteacher or with a strong track record as a high-performing deputy, who can demonstrate their ability to raise standards academically whilst promoting an inclusive environment which caters for a diverse range of needs. You will be passionate about children and their development as individuals to seize the opportunities and rise to the challenges of life.

This pack includes all the information you need to understand more about the role and submit your application. To apply, please visit www.brent.gov.uk/jobs.

The closing date for applications is **Tuesday, 7th April**. Shortlisting will take place **w/c 7th April**. Interviews will be held **Tuesday, 21st April** and **Friday 24th April 2026**.

We will be able to offer the opportunity to visit the school on Friday, 20th March am and Wednesday, 25th March. Please contact the school on admin@stonebridge.brent.sch.uk if you would like to arrange this.

Thank you for your interest in our wonderful school.

Yours faithfully,

Tara Furlong

Chair of Governors



About The Stonebridge Primary

The Stonebridge School is a one to two-form entry primary school in Stonebridge, a diverse area of Brent, North West London. There have been significant works to the listed buildings and grounds, leading to beautiful new facilities. Regeneration of housing, green and blue spaces in the immediate environs is currently completing.

We were judged to ‘Require Improvement’ by OFSTED at a full inspection in 2023. We strive to prepare our children for future success by giving them the opportunities, skills and learning attitudes they need to thrive in the modern world.

We broaden children’s horizons by giving them enriching experiences at school. These experiences include outdoor learning in the extensive space that we enjoy at The Stonebridge School, which includes growing areas and sports facilities. We are committed to a stimulating curriculum across the sciences and arts, underpinned by strong English and maths.

“Pupils enjoy coming to this school... Pupils value the lessons... Leaders have high expectations for pupils’ behaviour. These expectations are consistently met, from early years upwards. Pupils and staff have strong working relationships. Pupils respect diversity, and all get along well with each other. This leads to an orderly and respectful learning and social environment.”

OFSTED 2023

Key Facts

Type of School	Community
Location	Stonebridge, NW10
Age Range	3 to 11
Co-Educational / Single Sex	Co-Educational
Number on Role	342
Number of Teaching Staff	Teachers: 14 FTE. Teaching assistants: 7 FTE. SLT: 3. Plus administrative and other staff: 19.
% Pupils eligible for FSM	55%
% Children with SEND	33%
% children with EAL	72%
% School Stability	53%

Our Vision & Strategy

Learning for Life

At The Stonebridge School, we are passionate about all pupils 'learning for life' to ensure happy, highly achieving and confident citizens of the world.

From nursery to Year 6, we help our children embed TRACK so that they develop Tenacity, Respect, Ambition, Character and Kindness. Our ethos and values are at the core of everything we do. They underpin our relationships, teaching and learning, and the environment which prepares our pupils to flourish in all situations.

Our dedicated team work very hard to give all our children experiences that provide them with a fantastic start in life. Our staff have a range of development opportunities and are encouraged to continually improve by applying latest learnings so every child at The Stonebridge School is inspired creatively, challenged academically and nurtured in their emotional development.

Our Mission:

tenacity, respect, attitude, consideration, kindness

Priorities

- Develop consistent and effective assessment for learning
- Develop teachers' subject and pedagogical knowledge, including adaptive teaching practices
- Strengthen literacy provision in EYFS and KS1, particularly curriculum design and adult interactions, so children develop secure early language and literacy foundations.
- Strengthen curriculum design and adaptation of schemes to ensure core knowledge is clearly identified, taught and revisited to enable deeper understanding and retention.
- Secure consistency and coherence in Personal Development provision.

Job Description

Job Title: Headteacher of The Stonebridge School (September 2026 start)

Reporting to: Chair of Board of Governors

Salary: L18-L24 plus Inner London (£88,496 –£99,951 p.a) plus 7.5% additional payment (up to £7496.33)

Hours of Work: Full-time

The duties and responsibilities of this post are to be carried out in accordance with

- the provisions of the *School Teachers' Pay and Conditions Document*
- the standards for Headship as contained in the DfE *Headteachers' Standards*
- the rules, regulations, policies and targets of the governing board, the local authority, statute and statutory instruments.
-

Main Purpose and Scope of Post:

- Provide strategic leadership for The Stonebridge School, promoting a vision and direction that will ensure high quality education for all its pupils. Provide a secure foundation to build upon the school's strengths and motivation and inspiration to the school community, to move it forward to new successes.
- Ensure the school is managed and organised to fulfil its vision and meet its targets, including via appropriate alignment of financial and other resources, and in a sustainable way. Formulate policies to implement and develop the school's aims and, in association with the Governing Board and staff, oversee the school's improvement plan.
- Identify, engage and develop relationships with key external stakeholders and act as a primary ambassador for the school. Protect, promote and raise the school's reputation and profile in the local and wider community.
- Put the pupils and their learning at the heart of every decision made, so that all pupils achieve their highest standards of attainment and the school contributes fully to each pupil's educational and personal development - intellectually, physically, socially, culturally and morally.
- To be committed to safeguarding and the welfare of all pupils, in a nurturing and inclusive environment. Ensure all children can participate, learn, enjoy and achieve in a happy, safe and caring environment. Ensure there is equality of opportunity for all pupils and staff.

Job Description

In order to achieve the above purpose, the job description is detailed against eight key areas of leadership:

1. Strategic Direction/Shaping the Future

The headteacher will work with the leadership team, the Governing Board and all stakeholders to continue to develop a shared vision and strategic plan, which will inspire and motivate pupils, staff and other members of the school community. The headteacher will:

- In agreement with all stakeholders, including the governing board, create a shared and strategic vision; identify and keep under review the aims and objectives of the school; formulate policies and plans for their implementation and development.
- Ensure the vision is clearly articulated, shared, understood, and acted upon by all.
- Develop and monitor, in close association with all relevant stakeholders, the school's improvement plan.
- Apply knowledge and critical understanding of contemporary developments in education policy.

- Build and maintain professional high-quality practice throughout the school, promoting continuous improvement in the quality of pupil learning and experience.
Ensure that strategic planning recognises the social, emotional, intellectual, and spiritual aspects of life and takes account of the diversities that comprise the makeup of the school and wider community.
- Use whole school quality assurance strategies to evidence the need for and effectiveness of change.
- Demonstrate personal commitment to continuous improvement through rigorous self- evaluation and improvement planning.
- Encourage innovation, creativity, and flexibility in the change process, enabling collective responsibility for whole school improvement.

2. Leadership & Management

The headteacher will lead by example, providing inspiring, clear, and purposeful leadership for staff, pupils, and the wider school community. The headteacher will:

- Promote and develop the ethos and values that underpin The Stonebridge School.
- Ensure that the school remains committed to safeguarding and promoting the welfare of children and ensure that all staff and volunteers share this commitment.
- Demonstrate commitment to the intellectual, physical, moral, social, and cultural wellbeing of pupils.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.
- Oversee progress in all areas of school policy by agreeing performance criteria and monitoring progress towards their achievements.
- Motivate staff and pupils in all areas of the curriculum, including extracurricular clubs and activities.
- Review learning needs, career development and performance of all staff through appropriate appraisal and performance related processes.
- Recruit, retain and deploy high-calibre staff appropriately and manage their workload to achieve the visions and goals of the school.
- Promote and ensure equality of opportunity and fairness in school life, complying with all relevant legislation.

3. Leading teaching and learning

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This requires setting high expectations, monitoring, and evaluating the effectiveness of learning outcomes. The headteacher will:

- Oversee the implementation and maintenance of a broad and balanced curriculum incorporating the national curriculum, relevant to the academic abilities and needs of all pupils.
- Ensure high standards of expectation that maximise pupils' achievement of all groups of pupils.
- Ensure that learning is at the heart of everything that is done.
- Inspire and support outstanding practice in learning and teaching, fostering our culture of excellence.
- Enable a consistent and continuous focus on pupils' progress and attainment using data and benchmarks to monitor progress in every child's learning.
- Monitor and evaluate the quality of learning and teaching and promote improvement strategies.
- Review and develop a policy for the professional development and enrichment of all staff ensuring that staff have access to advice and training appropriate to their needs.
- Review and develop effective assessment, recording and reporting systems.
- Implement strategies that secure high standards of behaviour and attendance.
- Promote and encourage creativity, innovation, and the use of appropriate technologies to support and enhance children's learning experience and their ownership of it.
- Develop and maintain programmes of extracurricular activities and provide opportunities for broad range of skills and learning experiences, including artistic and musical opportunities.
Encourage creative, responsive, and effective approaches to learning and teaching.

- Challenge under-performance at all levels, ensuring effective corrective action and appropriate follow-up.
- Demonstrate high expectations and set stretching targets for the whole school.
- Recognise the importance of pupil voice in school ensuring children know to whom they can turn if problems arise with peers and adults.
- Ensure that newly appointed members of staff have appropriate induction and support.
- Delegate appropriate duties of the headteacher to the leadership team, encouraging their assistance in formulating the school's aims and objectives and establishing policies for their achievement, and in managing staff and resources.

4. Managing the organisation

Headteachers provide effective organisation and management of the school and seek ways of improving organisational structures and functions. The school should be organised to provide an efficient, effective, and safe learning environment. The headteacher will:

- Maintain and develop a structure that reflects the school's values and enables the management systems, structures, and processes to work both effectively and legally.
- Allocate and control school budgets and finances.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Oversee the school's improvement plan, underpinned by sound financial planning, ensuring the identification of priorities and targets for ensuring pupils achieve high standards and make progress; increasing teacher effectiveness; and securing school improvement.
- Manage the school environment efficiently and effectively, ensuring it meets the needs of the curriculum and health and safety requirements and regulations.
- Monitor and evaluate the performance of the school and review it with the Governing Board regularly.

5. Safeguarding

To safeguard and promote the children's welfare the headteacher must:

- Understand and support the local authority safeguarding agenda.
- Be conversant with the child protection and safeguarding policies and procedures of both the LA and the school and promote this amongst the school community.
- Ensure appropriate checking and vetting procedures are carried out on staff, volunteers and visitors and ensure compliance by partner organisations.
- Ensure risk assessments are carried out, including those prior to any school outings and residential visits.

6. Securing Accountability

Headteachers are accountable to the pupils, parents/ carers, governors and the Local Authority for the efficiency and effectiveness of the school, thereby promoting collective responsibility within the whole school community. The headteacher will:

- Fulfil commitments arising from contractual accountability to the Local Authority.
- Further develop and sustain effective relationships with the Governing Board, and the Chair of Governors in particular, to ensure effective governance of the school and the discharge of Governing Board responsibilities.

Collect and use a variety of data to understand the strengths and weaknesses of the school in order to promote achievement and accountability for pupil learning.

- Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- Ensure individual staff accountabilities are clearly defined, understood, and agreed and are subject to review and evaluation.

- Develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences.
- Integrate the budget plan with the school improvement plan and staff development plans.
- Take full responsibility, as budget holder for financial and resource management, working to ensure that financial regulations are adhered to.

7. Strengthening the Community

Headteachers should collaborate with other schools and organisations in order to share expertise and bring positive benefits to all. The headteacher will identify and drive forward opportunities to:

- Create a culture of respect, inclusion and a commitment to the broader community.
- Create and improve effective working relationships with all those involved with the school and community, working proactively to resolve any issues arising.
- Ensure that high quality liaison and consultation take place within effective structures, to the benefit of all relevant stakeholders.
- Be a champion for the school within the local community, online and beyond.
- Promote and strengthen the school culture, which takes account of the richness and diversity of the school community.
- Collaborate with other agencies in providing for the academic, moral, social, emotional, spiritual, and cultural well-being of pupils and their families.
- Maintain and develop an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

8. Other Duties

This job description is indicative of the nature and level of responsibility associated with the post. It is not exhaustive and the headteacher may be required to undertake such other duties, commensurate with the post, as deemed by the Governing Board. The headteacher will:

- Undertake responsibilities related to the school's work which are delegated to you by the governing board.
- Report in appropriate ways to the governing board and incorporate its decisions within the development of school policy, meeting legal requirements.
- Ensure the school operates within agreed local education authority and national guidelines.
- Keep up to date with current educational thought and developments by reading and attendance at in – service activities for professional development and in order to further good practice.
- Arrange for a Deputy Headteacher, or other suitable person, to assume responsibility and substitute for you at any time when you are absent from school.
- Liaise with the appropriate personnel to ensure adequate supervision, security and maintenance of the school buildings and grounds

Person Specification

The person specification below links to the Job Description and shows the key abilities and skills we are looking for in our new Headteacher. All of the points below are essential. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. Criteria assessed at the application stage are marked with an A and those assessed at interview stage are marked with an I.

We are looking for candidates who demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context.

Qualifications		
Qualified teacher status.	A	
Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning, such as NPQH.	A	
Experience		
Current successful experience as a deputy head, head of school, acting headteacher or headteacher in a primary school.	A	I
Teaching experience of primary age.	A	
Experience of working in a multi-cultural setting.	A	I
1. Strategic Direction and Shaping the Future		
Ability to manage a school through change, including bringing stakeholders on board with the change process	A	I
Ability to provide clear educational vision and direction and lead by example.	A	I
Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these.	A	I
Successful experience of working in partnership with the governing board.	A	I
Evidence of introducing effective strategies for improvement.	A	I
Up to date knowledge of current educational developments, including the education inspection framework.		I
Ability to work in partnership with other schools to share strengths and support development	A	I
Ability to address challenging situations and make difficult decisions where needed	A	I
2. Leadership and Management		
Ability to lead, manage, motivate and inspire the whole school community.	A	I
Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals.	A	I

Experience of consulting and negotiating effectively with different stakeholders involved with the school, including pupils.	A	I
Successful experience of staff development to improve performance, including through coaching and mentoring and in-service training	A	I
3. Leading Teaching and Learning		
Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school.	A	I
Evidence of successfully engaging children through an exciting and innovative curriculum.	A	I
Evidence of successful target-setting and use of assessment to improve outcomes for all children.	A	I
Successful experience of monitoring, evaluating and improving the quality of teaching and learning to ensure consistently good practice.	A	I
Successful experience of promoting the personal, social, moral, cultural and spiritual development of pupils.	A	I
Have ambitious expectations for all groups of pupils, including those with SEND, to ensure every child makes rapid progress.	A	I
4. Managing the Organisation		
Ability to set, interpret, monitor and manage a budget.	A	I
Ability to manage, monitor and review the use of all available resources, ensuring best value.	A	I
Experience of recruiting, selecting and deploying staff to achieve improved outcomes for children.	A	I
A commitment to managing a school in a sustainable way	A	I
5. Safeguarding		
Thorough knowledge of safeguarding legislation and safer working practices	A	I
Evidence of promoting the welfare and safeguarding of children, and placing their safety above all other priorities	A	I
6. Securing Accountability		
Evidence of raising standards across a primary school, including for individuals and groups of pupils	A	I
Ability to collect, analyse and use data on pupils' progress and performance to raise standards, using appropriate systems including ICT.	A	I
Experience of setting challenging targets for the school and hold staff to account.	A	I
7. Strengthening the Community		
Evidence of promoting an inclusive environment for all pupils	A	I

Experience of implementing appropriate strategies for reducing inequalities and promoting social inclusion.	A	I
Ability to create and maintain an environment, which promotes good behaviour, discipline and celebrates success.	A	I
Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning.	A	I
8. Other Qualities		
Ability to manage time well and work under pressure to deadlines.		I
Ability to form and maintain appropriate professional relationships	A	I
Effective interpersonal, communication and presentation skills; both written and oral.	A	I
Resilience, flexibility and ability to retain a sense of perspective	A	I

Important Information about this role

Valuing Diversity: We are proud that The Stonebridge School is in Brent, one of the most diverse boroughs in the UK. We are committed to recruiting, developing, and retaining the most talented people from all backgrounds and valuing the varied skills, experiences and perspectives they bring to us in Brent. We strive to ensure that applicants are considered solely on the basis of their skills and abilities. We monitor the diversity of applicants and appointments to check that all our employment procedures are fair.

Disclosure & Barring Service (DBS) Check: Successful applicants will be required to obtain an Enhanced DBS Check considered satisfactory by the Council. Having a criminal record will not necessarily bar you from working at The Stonebridge School, but this will depend on the circumstances and background of your offences. We will not unfairly discriminate against you on the basis of a conviction or other details revealed. We will fully comply with the DBS code of practice (<http://www.homeoffice.gov.uk/dbs>).

Failure to disclose information or providing deliberate false information in order to gain employment may lead to your dismissal or a withdrawal of an offer of employment.

This post is exempt from section 4 (2) of the **Rehabilitation of Offenders Act, 1974**, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.

Application Process

If you would like to apply for this role, then please complete the application form at www.brent.gov.uk/jobs.

The selection panel will assess your application/personal statement against the essential and desirable criteria set out in the person specification; please ensure your statement evidences the impact of your work.

The closing date for applications is **Tuesday, 7th April 2026**.

Please note:

Visits to school will take place **Friday, 20th March am and Wednesday, 25th March**

Shortlisting will take place **w/c 7th April**

Interviews will be held **Tuesday, 21st April and Friday, 24th April 2026**