



# Head Teacher Applicant Pack



## Welcome to Bounds Green Primary Federation

Thank you for your interest in our school. We hope the information provided will help you consider whether you would like to become our next Headteacher. The bar is high, but Bounds Green offers an exceptional candidate the opportunity to lead a unique, deeply valued and highly effective school at the heart of a vibrant local community.

When you visit, you will see that Bounds Green is a school that stands apart. Our non-uniform policy is perhaps the most visible marker of our distinctiveness, yet it is only one expression of our individuality. The use of first names among pupils, staff and parents in no way undermines the respect shared across our community. Rather, it reinforces our ethos, shaped collaboratively by all members of the school, which captures our vision clearly:

- We challenge every child to be ambitious and achieve success in their learning.
- We value respect and responsibility, individuality and inclusivity, confidence and kindness.
- We nurture each unique child to value themselves and develop self-worth in order to thrive in life.

Children are encouraged to take responsibility for their behaviour and learning, within the context of a strong, nurturing community and with the support of a dedicated, like-minded staff team and an engaged parent body.

Our previous Headteacher has guided the school through a period of sustained success including a recent Ofsted rating of Outstanding. We are happy, popular and our pupils make strong academic progress. We benefit from a rich curriculum alongside exceptional pastoral development.

We also pride ourselves on providing outstanding safeguarding and SEND support for vulnerable children and those with additional needs.

We are far from complacent, however. We expect our new Headteacher to lead Bounds Green into its next phase, as the changing needs of modern society, budget restrictions, our local community and the wider educational landscape place fresh demands on how we deliver the most relevant, high-quality education for our children.

I warmly encourage you to visit us and see for yourself what makes Bounds Green so special. We look forward to meeting you, and perhaps receiving your application, for what is an exceptional leadership opportunity within primary education in one of North London's most diverse communities.



Alex Glasner  
Chair of Governors



## What are we looking for?

We are seeking an ambitious and inspiring leader for our unique, deeply valued and highly effective school, rooted at the heart of a vibrant and diverse local community.

The successful candidate will have the courage to lead with compassion, placing our children and community at the centre of all decision-making. You will be committed to building on the successes the school already enjoys, acting as a custodian of our distinctive culture, and guiding us into our next phase of development.

We are looking for candidates with the vision, drive and ambition to build on the school's journey so far and to help us realise our shared aspirations for excellence.

## About us

We are a three-form-entry, community-maintained federated infants and juniors, with 680 pupils on roll and an annual budget of £5.2 million.

We serve a diverse and thriving part of Haringey, with 38% of pupils speaking English as an Additional Language and more than 50 home languages represented within our community.

Across the school, 16% of pupils are identified as disadvantaged (PPG-entitled) and 12% are identified as having SEND.

Our school has many strengths: it is typically oversubscribed, has a strong track record of excellent outcomes, and benefits from a dedicated and ambitious staff team.

The junior school was graded Good by Ofsted in 2022 and the infant school was graded Outstanding in 2024.

This is an exciting opportunity for an ambitious and proven senior leader who is seeking a new challenge to lead a successful, forward-thinking school into the next chapter of its development.

## The ideal candidate will:

- Believe in Bounds Green School's vision and values – to maintain our culture, support our diversity and grow our potential.
- Be an inspiring leader with a track record of devising and delivering highly effective education for the students they serve
- A strong track record of leading school staff, pupils and communities through transition and change
- Have a proven track record of leadership experience and demonstrate their skills in successful school improvement and motivating colleagues .
- Work closely with our established leadership team to provide the highest quality education throughout the school.
- Be committed to working in partnership with governors, parents, the school community and to deliver strong outcomes for pupils
- Act with integrity and build effective, trusting relationships with colleagues and students



Bounds Green is a happy and successful school community because:

- We **nurture** each unique child to value themselves and develop self-worth in order to thrive in life.
- We **value** respect and responsibility, individuality and inclusivity, confidence and kindness.
- We **challenge** every child to be ambitious and achieve success in their learning.



At Bounds Green, we work in partnership with our local community, pupils, staff, parents and governors to strive continually for the best outcomes for every child. We are an inclusive school, committed to ensuring that all pupils thrive academically, socially and emotionally.

This means providing high-quality teaching and learning, holding high expectations for all, and placing diversity at the heart of how we operate. We are proud to serve a richly varied community, and we believe that our diversity strengthens us, enriches our curriculum and helps our children grow into confident, compassionate citizens. We want every pupil to feel seen, valued and supported to reach their full potential.

## Diversity

We aim for every member of our school community to feel respected, valued and a true sense of belonging. Equality of opportunity is central to our ethos, and we work actively to ensure that it is a lived reality for all children, whatever their background, identity or starting point.

## SEND

We see every child as a unique individual. This includes those with special educational needs and disabilities, whom we support to enjoy learning and to achieve their full potential within a nurturing, inclusive and stimulating environment. Our provision is designed to remove barriers and empower children to develop the confidence, resilience and independence they need to flourish.

## Behaviour

Our approach to behaviour focuses on promoting positive relationships and supporting pupils' engagement in learning. We strive to provide consistent, supportive and encouraging everyday experiences so that children feel secure, self-confident and proud to belong to the Bounds Green community. In doing so, we enable them to develop the attitudes, behaviours and skills that will allow them to reach their full potential.

## Curriculum:

We are an outward looking school with a strong sense of community and the desire to design a curriculum which meets the needs of our children. It is broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

At the heart of our curriculum are the core subjects but we also value our wider curriculum all focused on depth of learning and mastery of content. This enables teachers to remain with subject/topics for longer ensuring pupils have a sound understanding of the content before moving onto new material.

All children will follow the core subjects of English, Maths, Science and the Foundation subjects of Computing, DT, MFL, Music, Physical Education, Art, History and Geography. In Key Stages 1 and 2, some subjects are taught by subject specialists (Spanish, Music, PE and Art)



Bounds Green is a thriving, joyful and deeply rooted school community, shaped by the people who learn and work within it. Families **choose** us because they recognise a place where children are known well, stretched intellectually, and supported to grow into confident, principled young people. Our pupils are encouraged to look upwards and outwards: to take pride in their own progress, to be curious about the wider world, and to set ambitious goals for themselves.

We are a community that places high value on attributes which help children flourish both in school and beyond. Respect, responsibility and kindness are not just expectations, they are habits of daily life that guide interactions across the school. We **celebrate** individuality and welcome difference, recognising that every pupil contributes something valuable to the collective life of Bounds Green.

Central to our approach is the belief that children **thrive** when they feel secure, valued and understood. Staff work with care and intention to help pupils build a strong sense of self, develop resilience and take ownership of their learning journey. Whether in the classroom, the playground or wider enrichment opportunities, pupils are **supported** to discover their strengths and to see themselves as capable, confident learners.

Our **strong** partnerships with parents, carers and the local community enrich the fabric of school life. Together, we create an environment where every child can **succeed**, where diverse experiences are welcomed, and where each individual is encouraged to grow into the very best version of themselves.



- Applications close on Monday 26th January 2026 at 10am. See appendix (below) for Job Description and Person Specification.
- Send completed application forms to Alex Glasner [chair@boundsgreen.haringey.sch.uk](mailto:chair@boundsgreen.haringey.sch.uk).
- We encourage applicants to visit the school on the 14th or 21st January. Contact Helen (Deputy Head) via [helen@boundsgreen.haringey.sch.uk](mailto:helen@boundsgreen.haringey.sch.uk) to make arrangements.
- If you would like to speak to the Chair of Governors please contact [chair@boundsgreen.haringey.sch.uk](mailto:chair@boundsgreen.haringey.sch.uk)
- The Governing Body will finish shortlisting on 28th January 2026 and successful candidates will be invited to a two-day assessment.
- Day 1 (9th February) will involve a number of assessments around the school. Day 2 (10th February) will involve a panel interview and presentation.

***We strongly encourage applications from people of diverse backgrounds, identities, and experiences.***

## Key Dates:

School visits	Wednesday 14th / 21st January 2026
Applications close	Monday 26th January 2026 10am
Shortlisting meeting	Wednesday 28th January
Assessment Day	Monday 9th February 2026
Panel Interviews	Tuesday 10th February 2026

## Key Information:

Address:	<a href="#">Bounds Green School</a> Bounds Green Road London N11 2QG
Telephone:	020 8888 8824
Email:	<a href="mailto:admin@boundsgreen.haringey.sch.uk">admin@boundsgreen.haringey.sch.uk</a>
Website:	<a href="https://boundsgreenschool.co.uk/">https://boundsgreenschool.co.uk/</a>
Ofsted:	Infants - <a href="https://reports.ofsted.gov.uk/provider/21/102081">https://reports.ofsted.gov.uk/provider/21/102081</a> Juniors - <a href="https://reports.ofsted.gov.uk/provider/21/102080">https://reports.ofsted.gov.uk/provider/21/102080</a>

## 07 Appendix



**Job title:** Headteacher

**Salary Range:** L21-L27

**Reports to:** Governing Body and Local Authority

**Start Date:** April or September 2026

### **Purpose of the post:**

To provide professional leadership for Bounds Green Primary School, securing its continued success and improvement through high-quality education and excellent standards of learning, progress and achievement for all pupils.

### **Headteacher Responsibilities:**

This job description reflects and references the DfE Headteacher Standards 2020

### **Ethics and Behaviour:**

#### **As headteacher will:**

- Build relationships rooted in mutual respect, observing the appropriate professional boundaries of the role.
- Demonstrate tolerance and respect for the rights of others, recognising differences and valuing cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways that exploit pupils' vulnerability or might lead pupils to break the law.

#### **As the leader of Bounds Green Primary School community and profession:**

- Serve in the best interests of Bounds Green pupils.
- Conduct themselves in a manner befitting this influential public role, modelling ethical behaviour and good citizenship.
- Uphold the obligation to give account and accept responsibility.
- Understand and act within statutory frameworks that set out professional duties and responsibilities.
- Take responsibility for their own professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

**School Culture:**

- Strengthen and sustain the school's vision and ethos in partnership with the Governing Body and in consultation with the whole school community.
- Ensure pupils experience a positive, enriching and inclusive school life.
- Uphold ambitious educational standards, preparing pupils from all backgrounds for their next stages of education and life.
- Promote positive, respectful relationships across the school community and maintain a safe, orderly learning environment.
- Maintain a culture of high staff professionalism.
- Work with the Governing Body to create and deliver a strategic, sustainable plan underpinned by sound financial planning.

**Teaching:**

- Establish and sustain high-quality, expert teaching across all subjects and key stages, informed by evidence about effective teaching and how pupils learn.
- Ensure effective strategies are in place, monitored and reviewed, to rapidly close gaps for disadvantaged pupils and other vulnerable groups.
- Ensure teaching is underpinned by subject expertise and approaches that respect the distinct nature of each discipline.

**Curriculum and Assessment:**

- Ensure a broad, structured and coherent curriculum entitlement that sets out the knowledge, skills and values to be taught, meets National Curriculum requirements, and provides progression and continuity.
- Ensure the curriculum meets the needs of all pupils and reflects the context of the local community.
- Ensure the curriculum promotes pupils' intellectual, spiritual, moral, cultural, physical, social and emotional development.
- Develop strong curricular leadership, supporting subject leaders to gain relevant expertise and access professional networks.
- Ensure all pupils develop their reading through evidence-informed approaches.
- Ensure valid, dependable and proportionate assessment approaches are used to monitor pupils' learning.
- Ensure formative assessment is used effectively to shape the curriculum.

**Behaviour:**

- Establish and sustain high expectations of behaviour for all pupils, built on clear relationships, routines and rules understood by all.
- Maintain high standards of pupil behaviour and courteous conduct in line with the school's behaviour principles and policy.
- Ensure behaviour is managed fairly, consistently and respectfully.
- Ensure adults model and teach the behaviour expected of good citizens.
- Promote pupil mental health and wellbeing.

**Additional and Special Educational Needs and Disabilities:**

- Hold ambitious expectations for all pupils, including those with SEND and additional needs.
- Establish and sustain a culture and practices that enable pupils to access the curriculum and learn effectively.
- Work effectively with parents, carers, the Local Authority and external professionals to identify and meet pupils' needs.
- Ensure the school fulfils all statutory duties under the SEND Code of Practice.
- Ensure a consistent whole-school approach that maximises every child's progress and attainment.

**Professional Development:**

- Ensure staff have access to high-quality, sustained professional development aligned with school improvement priorities and individual needs.
- Prioritise staff development through effective planning, delivery and evaluation aligned with the Standard for Teachers' Professional Development.
- Ensure professional development draws on expertise from both within and beyond the school, including national frameworks, to build capacity and support succession planning.

**Organisational Management:**

- Ensure the protection and safety of pupils and staff through effective safeguarding and duty-of-care practices.
- Agree priorities for expenditure with the Governing Body; allocate and monitor budgets to secure the school's objectives.
- Deploy resources efficiently and effectively to meet educational priorities and reflect the school's financial context.
- Establish and oversee systems, processes and policies enabling the school to operate effectively, efficiently and with probity.
- Deploy and manage staff effectively, with due regard to workload and wellbeing.
- Ensure buildings and facilities meet the needs of pupils and staff and comply with health and safety regulations.
- Explore and develop additional sources of funding.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

**Continuous School Improvement:**

- Use proportionate and effective evaluation processes to identify and analyse barriers to the school's effectiveness.
- Develop evidence-informed strategies for improvement, ensuring plans are realistic, sequenced and tailored to the school's context.
- Ensure careful, effective implementation of improvement strategies leading to sustained impact.
- Identify improvement priorities informed by evidence from governors, staff, pupils, parents and the wider community.

**Working in Partnership:**

- Build constructive, collaborative relationships with parents, carers, the Local Authority and the local community.
- Commit the school to successful collaboration with other schools and organisations in a climate of mutual challenge and support.
- Develop and maintain strong professional relationships with colleagues across public services to improve outcomes for all pupils.

**Governance and Accountability:**

- Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility.
- Establish and sustain a professional working relationship with the Governing Body.
- Ensure staff understand and fulfil their professional responsibilities and are held to account.
- Ensure the school operates within regulatory frameworks and meets all statutory duties.

**Additional requirements:**

- The Headteacher must prioritise safeguarding, promote the welfare of children, and follow all school policies and the staff code of conduct.

*This job description is illustrative of the general nature and level of responsibility of the role. It is not exhaustive. The Governing Body may reasonably request additional duties consistent with the role's level of responsibility.*

*Appointment to this post is subject to a satisfactory enhanced DBS check. 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.*

**We strongly encourage applications from people of diverse backgrounds, identities, and experiences.**

The person specification below shows the key qualities, abilities, skills and experience we require in our new Headteacher. The selection panel will assess each candidate against these criteria. We are expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge in the school context. The information you provide in your application form in the 'supporting statement and achievements' section must show how you meet the requirements listed in the person specification. This person specification reflects and references the DfE Headteachers Standards 2020.

E = Essential Criteria

D = Desirable

## Qualifications

Honours degree level qualification	E
QTS	E
NPQH	D
Evidence of appropriate CPD	E
Current safer recruitment training	D
Current Child Protection qualification	D

## Specifications

Ambition, drive and determination to develop the School to the highest standards	E
Excellent leadership skills to build and develop effective teams, delegating where appropriate, holding to account and delivering on objectives	E
Absolute commitment to delivering an outstanding education for all students	E
Strong personal commitment to working within the Local Authority	E
Excellent communicator, capable of inspiring and engaging all stakeholder groups including pupils, parents/carers, staff, governors, and other local groups	E
Flexibility and adaptability to meet unexpected challenges	E
Be able to use reflection to learn from experiences	E
Be able to use humour and empathy appropriately	E
Maintain a positive, supportive approach even when under pressure	E
Uphold the Nolan Principles; selflessness, integrity, objectivity, accountability, openness, honesty and leadership	E
A strong commitment to leading an inclusive and anti-racist school	E

**Knowledge and understanding of...**

Change and structural Management	E
Governance structure and operation	E
Safeguarding legislation requirements and systems	E
School performance measures and tracking systems	E
SEND legislation and procedures including code of practice and its implementation	E
Staff appraisal systems	E
Curriculum requirements (statutory) planning and implementation	E
Current learning and teaching quality performance measures	E
School finance	E
The current Ofsted requirements	D
National developments and priorities in education	E
The role which can be played by parents in raising standards	D

**Experience and skills**

Substantial leadership experience at Deputy level, in an acting Headteacher role or as Head Teacher/Head of School	E
Active membership of Governing Body and/or Governing Body Committees	E
Proven record of proposing and delivering school improvement initiatives	E
Proven record of raising pupil achievement (progress and attainment)	E
Proven record of raising the quality of teaching	E
Leadership experience within a diverse and multilingual community	E
Line management of staff: driving staff development	E
Line management of staff: addressing underperformance	E
Proven record of effective engagement with parents/carers	E
Creation and development of successful partnerships with community groups	E
Significant experience of supporting special educational needs and disabilities within a mainstream setting	E
Experience of Managing the school budget and financial processes	E
Ability to lead school self-evaluation and to develop and implement a plan for school improvement	E
Experience of managing the upkeep of the school buildings and facilities to ensure they meet the needs of the pupils and staff and are compliant with health and safety regulations.	D
Experience in managing school Human Resources	E