



HEADTEACHER CANDIDATE PACK | START DATE JANUARY 2027

“Children are the heartbeat of Glebe”

Lead our next chapter



GLEBE PRIMARY SCHOOL | KENTON, HARROW

Making a Positive Difference Together



Welcome to Glebe

Dear Candidate,

Thank you for considering the opportunity to become Headteacher of Glebe Primary School. Glebe is a joyful, ambitious and proudly diverse school. Our children bring languages, cultures, experiences and aspirations from across the world, and they remain at the centre of every decision we make.

The school has travelled a considerable distance. Over the past two years, expectations have risen, safeguarding and inclusion have strengthened, teaching and leadership have become more consistent, attendance has improved and outcomes have accelerated.

At our July 2026 OFSTED inspection, Glebe's progress from its starting point was recognised and shared with the local authority - we are currently awaiting the final report to share with the community!

In 2026, outcomes were above national figures in Y1 Phonics and KS2 statutory assessments.

We are proud of that progress, but we are not complacent.

Our next Headteacher must sustain the improvements already secured and convert them into consistently strong practice for every child.

Our long-term ambition is to develop exceptional practice across the school by 2030.

We will also be candid about the challenge. Glebe carries a significant historic cumulative deficit and like many schools, is responding to lower pupil numbers in the locality.

The successful candidate will need to combine educational ambition with financial acumen, workforce planning and strong operational leadership. This is integral to protecting high-quality provision for children.

We are seeking a visible, principled and courageous leader who can inspire confidence, develop people, make well-judged decisions and build a sustainable legacy with our children, staff, families, governors and Harrow Council.

If that combination of moral purpose, strategic ambition and operational grip describes your leadership, we would be delighted to meet you.

Seema Varsani
Chair of Governors



Glebe at a glance

3FE PRIMARY SCHOOL	550+ CHILDREN	JAN 2027 START DATE
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School	Glebe Primary School, Glebe Avenue, Kenton, Harrow HA3 9LF
Status	Community maintained primary school with nursery provision
Community	A richly diverse, multilingual community in the London Borough of Harrow
Ethos	Inclusive, Rights Respecting and committed to ‘Making a positive difference, together’
Values	Commitment, Communication and Care
Inspection	July 2026 - report release imminent
Outcomes	Above national figures in KS1 and KS2 statutory assessments in 2026
Leadership	Headteacher accountable to the governing body; Harrow Council is the employer
Salary	Leadership Scale L20-L24 - Outer London
Contract	Full-time and permanent; start date 1 January 2027

WHAT IS SPECIAL ABOUT GLEBE?

A beautifully diverse community, a broad and ambitious curriculum, strong pastoral care and enrichment, and children who are proud of their school and eager to help shape its future.

A school at the heart of its community



Glebe is more than a place of learning. It is a place of belonging, connection and shared aspiration.

Our diversity is not simply welcomed: it is celebrated, reflected in school life and recognised as one of our greatest strengths.

- A strong Rights Respecting ethos which develops responsible, compassionate citizens.
- An inclusive culture where children with SEND, disadvantaged pupils and children learning English as an additional language are known, supported and challenged.
- A broad offer of enrichment, music, sport, clubs and community events which creates lasting memories.
- An active PTFA and families who want to work in partnership with the school.
- A visible commitment to children's voice, wellbeing, safety and personal development.

OUR PURPOSE

**Inspire enthusiasm for learning and achieving. Guide the development of responsible citizens.
Build lasting memories.**

A stronger platform for the future



Glebe's recent improvement has been both rapid and disciplined. Clearer expectations, stronger routines and a sharper focus on implementation have created a more secure platform for children and staff.

Safeguarding and culture: More secure systems, clearer accountability and a child-centred culture in which staff understand their responsibilities.

Curriculum and teaching: A coherent CUSP curriculum, stronger teaching routines, purposeful assessment and increasing consistency in classroom practice.

Inclusion: Expanded leadership and provision for SEND, stronger identification of need and an ambition that all children participate, belong and achieve.

Attendance and behaviour: Above national attendance figures, consistent Ready-Respectful-Safe expectations and calmer, more purposeful routines.

Outcomes: 2026 statutory outcomes above national figures across phonics, multiplication tables and Key Stage 2.

External validation: July 2026 inspection, providing a clear benchmark for the next stage.

THE GOVERNING BODY'S POSITION

The work is not finished, but the next Headteacher will inherit a school with stronger foundations, improved outcomes, committed leaders and a community ready for the next chapter.

Secure expected, moving to strong, and increasingly exceptional

Our ambition is not a label. It is a commitment that every child should experience consistently strong education, care and opportunity every day, in every classroom and across every aspect of school life.

1. SUSTAIN	Protect the stronger culture, safeguarding, inclusion, attendance and outcomes already secured.
2. EMBED	Make strong curriculum and teaching practice consistent, routine and equitable for every child.
3. DEVELOP	Build leadership capacity, staff expertise and systems which are sustainable beyond any one individual.
4. SECURE	Deliver financial recovery, an affordable workforce and consistently effective operations.
5. ELEVATE	Create and evidence exceptional practice by 2030, without initiative overload or superficial compliance.

Success will be judged through sustained outcomes, reduced gaps, confident staff and families, strong implementation, improving attendance, effective governance assurance and delivery of the agreed financial recovery plan.



A genuine opportunity. A genuine challenge.

We want candidates to understand the full mandate before they apply. Glebe carries a significant historic cumulative deficit and is operating in a context of lower pupil numbers. The 2026-27 budget will stabilise the in-year position and build a small surplus, but sustained recovery will require disciplined delivery over time.

WHY THIS MATTERS

Financial sustainability is an educational priority. It protects staffing, curriculum breadth, inclusion, safe premises and the long-term quality of provision for children.

The next Headteacher will need to

- lead a credible, time-bound recovery strategy with governors and Harrow Council;
- align staffing and the curriculum model with sustainable income and changing pupil numbers;
- use robust forecasting, scenario planning and transparent option appraisal;
- make difficult decisions lawfully, early and sensitively, while retaining stakeholder confidence;
- strengthen operational systems, controls and accountability across finance, HR, estates, risk and compliance; and
- ensure every pound is directed towards the greatest possible impact for children.

We are not seeking a finance specialist at the expense of an educational leader.

We are seeking an accomplished educational leader who understands that educational quality, workforce design and financial sustainability are inseparable.



Leadership with moral purpose and strategic grip



The successful candidate will be a visible and credible leader who combines warmth with clarity, ambition with realism, and high expectations with care.

- **Children-first:** knows children as individuals and makes their safety, learning, wellbeing and future opportunities the test of every decision.
- **Educationally ambitious:** sustains above-national outcomes while strengthening depth, consistency and equity across the curriculum.
- **Inclusive:** champions belonging and secures high expectations for pupils with SEND, disadvantaged pupils, pupils with EAL and those facing other barriers.
- **Strategic:** converts the 2030 vision into a small number of costed priorities, clear milestones and measurable impact.
- **People-centred:** develops leaders, invests in staff and builds professional trust, collective responsibility and accountability.
- **Operationally effective:** anticipates risk, demands reliable information and secures strong systems across the organisation.
- **Community-minded:** listens, communicates with honesty and builds confidence with families, governors, Harrow Council and local partners.

The opportunity to make a lasting difference



In return, Glebe offers

- wonderful children who are curious, enthusiastic and proud of their school;
- a richly diverse community which cares deeply about Glebe's future;
- committed staff and leaders who have demonstrated their capacity to improve;
- stronger safeguarding, curriculum and inclusion foundations;
- improved outcomes and a clear strategic platform for the next phase;
- a governing body committed to support, constructive challenge and transparent partnership; and
- the agency to shape a sustainable future and leave an enduring legacy for generations of children.

THIS IS NOT A SCHOOL SEEKING SOMEONE TO BEGIN AGAIN.

It is a school seeking an exceptional leader to protect the progress made, confront the challenges honestly and build what comes next.

Come and see what makes Glebe special

We warmly encourage prospective candidates to visit the school. A visit will give you the opportunity to meet members of the Glebe community, experience the culture and understand both the progress made and the leadership opportunity ahead.

Application and key dates

Advert published	Tuesday 8 September 2026
School visits	Monday 14 and Thursday 17 September 2026 at 9.00am and 3.00pm
Closing date	Wednesday 23 September 2026 at 9.00am
Shortlisting	Wednesday 23 September 2026
Assessment Days	Monday 28 and Tuesday 29 September 2026
Start date	1 January 2027 or earlier if available

How to apply

- Read this candidate pack, job description and person specification carefully.
- Complete the official application form in full on My New Term using the prompts to address the person specification; and including your complete employment history.
- Submit the completed application by the published deadline.
- CVs will not be accepted.

ARRANGE A VISIT OR CONFIDENTIAL CONVERSATION

Contact Joana Basilio (HR) at jobs@glebeschool.org.

Tours will be conducted with a member of the Senior Leadership Team and Governors.

The same factual information will be made available to all prospective candidates.

There are no internal candidates.

Job description - Headteacher

Accountable to	Governing Body
Employer	London Borough of Harrow
Contract	Full-time, permanent
Salary	Leadership Scale L20-24 - Outer London
Start date	1 January 2027

Job purpose

The Headteacher is the school's principal professional leader and is accountable to the governing body for the strategic leadership, educational quality, safeguarding, organisational effectiveness and sustainable stewardship of Glebe Primary School. The Headteacher will fulfil the professional responsibilities of a headteacher under the current School Teachers' Pay and Conditions Document, meet the Teachers' Standards and Headteachers' Standards 2020, and comply with all relevant legislation, statutory guidance and locally adopted policies.

The Headteacher will sustain the school's recent improvement and above-national statutory outcomes; ensure children remain the heartbeat of decision-making; and lead the school's journey through strong to exceptional practice by 2030. This includes restoring and maintaining financial sustainability in the context of historic deficit pressures and changing pupil numbers.

Ethics and professional conduct

- Uphold public trust, the Seven Principles of Public Life, the Teachers' Standards and the ethical expectations within the Headteachers' Standards.
- Act with integrity, objectivity, openness and courage; place the best interests of children above personal or institutional convenience.
- Model respectful, inclusive and lawful conduct; protect professional boundaries and promote equality of opportunity.
- Ensure decisions are evidence-informed, explainable, proportionate and subject to appropriate governance scrutiny.

School culture and ethos

- Create and sustain a safe, ambitious and harmonious culture in which every child is known, belongs and is expected to succeed.
- Make the school's values visible through daily routines, relationships, curriculum, communication and decision-making.
- Celebrate the languages, cultures, faiths, identities and experiences within Glebe's community and challenge discrimination or prejudice.
- Maintain high expectations of behaviour, attendance, conduct and professional responsibility, with consistent and inclusive implementation.

Teaching, curriculum and assessment

- Secure an ambitious, coherent, knowledge-rich and well-sequenced curriculum from the early years to Year 6, enriched by meaningful experiences and the local and wider community.
- Ensure teaching is consistently effective, responsive and evidence-informed, with appropriate adaptation that retains ambition for all pupils.
- Use assessment intelligently to identify learning, evaluate curriculum impact and trigger timely action without creating unnecessary workload.
- Sustain above-national statutory outcomes and strengthen depth, consistency and equity across subjects, year groups and pupil groups.
- Ensure reading, language, communication, writing and mathematics are prioritised as gateways to the wider curriculum.

Inclusion, SEND and pupil wellbeing

- Champion inclusion as a whole-school responsibility and ensure the graduated approach, statutory duties and high-quality provision for pupils with SEND are secure.

- Remove barriers for disadvantaged pupils, pupils with EAL, children known to social care and others facing disadvantage or vulnerability.
- Deploy specialist provision and additional funding strategically, evaluating whether support improves participation, independence, achievement and preparation for next steps.
- Promote pupils' personal development, mental health, physical wellbeing, citizenship and readiness for life in modern Britain.

Safeguarding and attendance

- Establish and continually test an open, vigilant and child-centred safeguarding culture in line with current statutory guidance.
- Ensure effective DSL capacity, case oversight, safer working practice, allegations management, safer recruitment and partnership with statutory agencies.
- Maintain accurate statutory records and provide governors with meaningful safeguarding assurance, trends and evidence of impact.
- Lead a relentless, supportive approach to attendance and punctuality, addressing patterns, persistent absence and barriers through partnership with families and agencies.

Professional development and people leadership

- Build a coherent leadership structure with clear accountability, distributed expertise and sustainable succession planning.
- Recruit, retain, develop and deploy staff effectively; ensure appraisal, professional development, capability, conduct, wellbeing and workload processes are fair and robust.
- Create an evidence-informed professional learning culture in which staff receive clear feedback, coaching and opportunities to improve.
- Consult and communicate well while making timely decisions and holding people to account for agreed standards.

Organisational, financial and operational effectiveness

- Act as the school's senior operational leader and ensure that systems, policies, controls and deployment support the best possible education for children.
- Lead a credible, time-bound deficit recovery and financial sustainability strategy, agreed with governors and Harrow, with clear milestones, risks and corrective action.
- Set and manage balanced annual budgets and robust three-to-five-year forecasts based on realistic pupil-number, funding, pay, inflation and SEND assumptions.
- Align the staffing structure and curriculum model with sustainable income; anticipate the impact of falling or fluctuating rolls and act early, lawfully and sensitively.
- Demonstrate curriculum-led financial planning, value for money, benchmarking and transparent option appraisal; ensure resources reach the areas of greatest educational need.
- Maintain effective financial controls, procurement, contract management, income collection, fraud prevention, audit readiness and compliance with SFVS and Harrow requirements.
- Provide governors with timely, accurate and comprehensible management information, including forecasts, variances, cash/deficit position, risks, workforce costs and recovery-plan delivery.
- Ensure strong oversight of HR, payroll, admissions, census and data accuracy, estates, health and safety, premises compliance, business continuity, cyber security, data protection and risk management.
- Develop ethical opportunities for income generation, lettings, grants and partnership working where these align with the school's values and do not compromise safeguarding or core provision.

Continuous school improvement

- Translate the school's vision into a sharply prioritised, costed and measurable improvement strategy with clear ownership and milestones.
- Use external evidence, inspection findings, performance information, stakeholder voice and professional judgement to identify priorities and evaluate impact.
- Secure strong standards across all areas and develop sustainable exceptional practice by 2030, avoiding superficial compliance or initiative overload.
- Build systems that continue to work without dependence on one individual and report candidly when implementation or impact is weaker than intended.

Partnership, community and system leadership

- Be a visible and accessible leader who listens to children, staff and families and communicates with clarity, empathy and authority.
- Strengthen partnerships with parents, the PTFA, local schools, Harrow Council, health and social care, community and faith organisations and other agencies.
- Position Glebe as a source of pride, opportunity and cohesion in its community; celebrate diversity while building shared belonging.
- Contribute to the wider education system, share effective practice and seek external expertise where it improves outcomes for children.

Governance and accountability

- Develop a professional relationship with governors based on mutual respect, clear role boundaries, transparency, timely information and constructive challenge.
- Support governors to fulfil statutory duties, evaluate strategy and hold leaders to account for educational performance, safeguarding, financial sustainability and organisational effectiveness.
- Implement lawful governing-body decisions and provide early warning of significant educational, financial, workforce, safeguarding or reputational risks.
- Ensure statutory policies, reporting, published information and required returns are accurate, current and compliant.

Specific success measures: first three years

- Safeguarding remains effective, open and demonstrably child-centred; attendance and persistent absence improve.
- 2026 achievement gains are sustained and gaps between pupil groups reduce without narrowing the curriculum.
- All inspection evaluation areas progress securely towards strong standard, with exceptional features increasingly embedded and evidenced.
- The agreed deficit recovery plan remains on trajectory; annual budgets and medium-term forecasts are credible, and staffing costs are sustainable against pupil-number scenarios.
- Leadership capacity, staff development, retention and accountability strengthen; operational compliance and governor assurance are consistently reliable.
- Pupil, parent and staff confidence remains strong, and diversity, belonging and community partnership are increasingly visible in school life.

This job description is not exhaustive. It will be reviewed with the Headteacher and governing body in response to the school's priorities, statutory requirements and the current School Teachers' Pay and Conditions Document, without altering the overall level of responsibility.

Person specification - Headteacher

Applicants should address the criteria explicitly in their supporting statement through responding to the prompts in the application form, using concise evidence of action and impact.

Area	Criterion	Application / references	Assessment
Qualifications	Qualified Teacher Status and successful completion of statutory induction or recognised equivalent.	✓	
	NPQH or equivalent sustained professional development for headship.	✓	
Experience	Substantial and successful senior leadership experience in a primary school, with whole-school responsibility and demonstrable impact.	✓	✓
	Successful leadership in a large, complex, diverse or multi-form-entry primary setting.	✓	
	Evidence of improving teaching, curriculum implementation and pupil outcomes across more than one phase or key stage.	✓	✓
	Evidence of sustaining improvement after rapid change and embedding systems beyond the initial intervention.	✓	✓
Culture, Ethics and values	A compelling moral purpose that places children's safety, learning, dignity, wellbeing and future opportunities at the centre of decisions.		✓
	High personal integrity, sound judgement, resilience and the courage to communicate difficult messages respectfully and act when standards are not met.	✓	✓
	Ability to create an ambitious, inclusive and harmonious culture with clear expectations, consistent routines and strong relationships.		✓
Curriculum	Deep understanding of effective primary curriculum design, pedagogy, assessment, early years, reading and preparation for secondary education.	✓	✓
	Ability to use evidence and implementation discipline to move provision to establish strong and exceptional without generating unnecessary workload.	✓	✓

Area	Criterion	Application / references	Assessment
Achievement	Proven ability to analyse performance and wider evidence, secure strong outcomes, address variation and improve the achievement of vulnerable groups.	✓	✓
Inclusion	Strong knowledge and successful leadership of SEND, disadvantage, EAL and statutory inclusion duties, retaining high ambition for every pupil.	✓	✓
Safeguarding	Expert understanding of safeguarding legislation and practice, with evidence of building an open culture, exercising sound case judgement and assuring governors.	✓	✓
Attendance	Successful leadership of attendance improvement, including persistent absence and work with families and external agencies.		✓
People	Evidence of developing leaders, improving staff practice, managing performance and difficult employment matters fairly, lawfully and decisively.	✓	✓
	Ability to build trust, sustain wellbeing and manage workload while maintaining accountability and high expectations.	✓	✓
Finance	Strong financial literacy: able to interpret budgets, forecasts, variances, staffing ratios, funding assumptions and risk, and explain them clearly to governors.	✓	✓
	Evidence of successfully leading financial recovery or managing significant financial constraint, including difficult prioritisation and measurable impact.	✓	✓
	Ability to formulate and deliver a credible deficit recovery plan while protecting educational quality, safeguarding and provision for vulnerable pupils.	✓	✓
	Experience of curriculum-led financial planning, multi-year forecasting, value-for-money analysis, procurement and robust internal controls.	✓	✓
	Ability to reshape staffing and operations in response to falling or fluctuating pupil numbers through timely, lawful and values-led change.	✓	✓
Operations	Proven organisational grip across HR, estates, health and safety, data protection, cyber security, risk, business continuity and statutory compliance.	✓	✓

Area	Criterion	Application / references	Assessment
Governance	Evidence of an effective relationship with governors: transparent reporting, early escalation, respect for roles and constructive response to challenge.		✓
Community	Outstanding communication and relational skills; visible, approachable and able to build confidence with children, staff, families and community partners.		✓
Diversity	A sophisticated commitment to equality, diversity and inclusion, with evidence of translating values into curriculum, culture, participation and outcomes.		✓
Partnership	Ability to work effectively with a local authority and other agencies and to contribute to wider school-to-school and system improvement.		✓
Strategic leadership	Ability to articulate and deliver a clear 2030 strategy, convert ambition into measurable milestones and adapt intelligently when evidence shows change is needed.		✓
Personal	Exceptional written and spoken communication, analytical thinking, organisation and ability to prioritise under pressure.	✓	✓
	Commitment to professional learning, reflective practice and seeking expertise; neither defensive nor dependent on external validation.	✓	✓
Safeguarding suitability	No information arising from references, checks, employment history, online due diligence or selection that makes the candidate unsuitable to work with children.	✓	

SAFEGUARDING, EQUALITY AND INCLUSION

Our commitment

Glebe Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment is subject to satisfactory completion of all required safer-recruitment and pre-employment checks, including an enhanced DBS check with children's barred-list information, prohibition checks, references, identity, right-to-work and qualification checks.

References will be sought before interview where possible. As part of our due diligence, online searches will be carried out for shortlisted candidates, who will have the opportunity to address any relevant matters arising.

Glebe Primary School is committed to equality, diversity and inclusion. We welcome applications from suitably qualified candidates from all backgrounds and will make reasonable adjustments throughout the recruitment process.

MAKE A POSITIVE DIFFERENCE, TOGETHER

If your leadership combines moral purpose with educational ambition, financial acumen and operational grip - and you believe children should remain the heartbeat of every decision - we would be delighted to hear from you.