



Cardinal Primary School

**HEADTEACHER
RECRUITMENT PACK
SEPTEMBER 2026**



Resilient Minds, Respectful Hearts

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CONTACT US

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Cardinal Road

Feltham, TW13 5AL

Cardinal Primary School (Junior site - Key stage 2)

Victoria Road

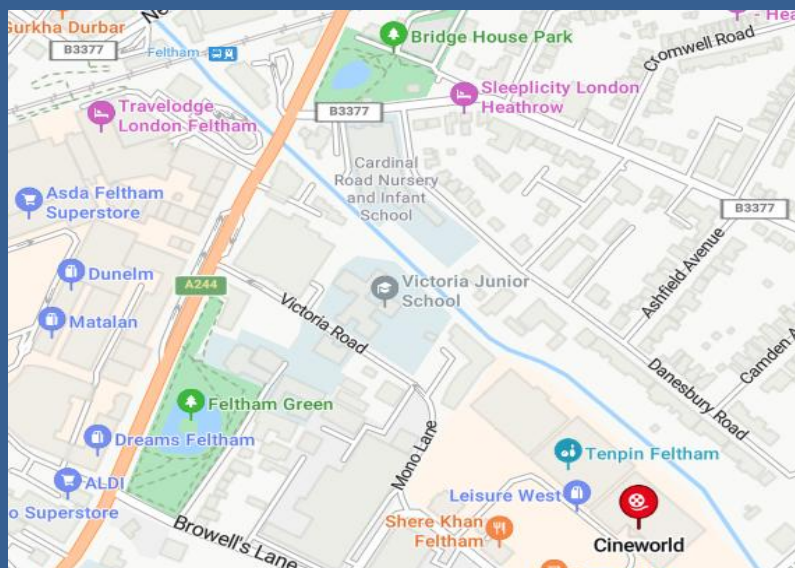
Feltham, TW13 4AQ

Tel: 020 8890 6306

www.cardinalprimaryschool.co.uk

Resilient Minds, Respectful Hearts

ABOUT THE SCHOOL



Cardinal Primary School is a local authority maintained school located in Feltham, Middlesex, teaching primary pupils aged between 3 and 11 years of age. The school operates a nursery provision for up to 65 children.

Cardinal Primary School has recently been formed through the successful merger of two schools. Over the past year, senior leaders and administrative teams, supported by an experienced Interim Headteacher, have worked collaboratively to establish the foundations of a unified school.

Significant progress has already been made, including:

- Successful implementation of the merger
- Strengthened leadership structures
- Major organisational change across both sites
- Clear identification of school improvement priorities

The school now has strong momentum, committed staff, supportive governors, enthusiastic children, and a diverse and vibrant community.

However, full integration is still underway, and further work is required to embed consistency, strengthen outcomes, and fully realise the vision of one cohesive school.

Staff and pupils have taken to heart the school's aims and values and do indeed have "resilient minds" and "respectful hearts". Relationships are warm. Pupils are kind to, and respectful of, one another. They are eager to explore, are positive and unafraid of taking risks with their learning".

Cardinal Primary School Parent

Resilient Minds, Respectful Hearts

A MESSAGE FROM THE GOVERNING BOARD

Dear Applicant

Thank you for your interest in the position of Headteacher at Cardinal Primary School. This is a pivotal appointment for our school. Following the successful merger of Cardinal Road Infant and Nursery School and Victoria Junior School, we are now seeking an exceptional leader to guide the school through its next and most important phase of development.

Over the past year, the school has undergone significant and necessary change. Under the leadership of our exceptional Interim Headteacher and the commitment of staff and governors, the merger has been successfully established, leadership structures have been strengthened, and clear improvement priorities are in place. We are proud of the progress made and the strong foundations that now exist. However, we are clear that our journey is not yet complete and there is still a long road ahead.

We are seeking a Headteacher who is ambitious for children, determined to secure the highest possible standards and confident in leading sustained school improvement across a complex and diverse community. Our pupils come from a wide range of backgrounds and many face significant challenges. We are proud of our inclusive ethos, and we are committed to ensuring that every child achieves their full potential, both academically and personally.

This is a role for a courageous and strategic leader, someone who is not afraid to make difficult decisions when they are in the best interests of children, and who can continue to build a culture of high expectations, accountability and professional excellence across both sites.

As the Governing Board, we understand our responsibility in this next phase. We are committed to supporting and challenging our new Headteacher in equal measure. We will ensure that the successful candidate has the backing needed to lead effectively, including making robust decisions about standards, provision, staffing and the use of resources. We also expect a clear focus on securing strong financial leadership, ensuring that the school's budget is used strategically and effectively to deliver the best outcomes for pupils.

We are ambitious for our school and for our community. We want to appoint a leader who shares that ambition and who sees this role not just as a job, but as an opportunity to make a lasting difference.

If you are a leader who thrives on challenge, has the energy and drive, is motivated by impact and is ready to shape the future of our school, we would be delighted to receive your application.

We look forward to meeting applicants who share our vision and our determination to secure the very best outcomes for every child.

Luisa McSweeney
Chair of Governors

Resilient Minds, Respectful Hearts

OUR VALUES

- Respect
- Resilience
- Responsibility
- Curiosity
- Community



Resilient Minds, Respectful Hearts



Headteacher

Start Date: January 2027

Salary: L20 – L26 £89,801 - £103,335 (Outer London)

Are you ready to lead the next chapter of our school's journey? Do you have what it takes to lead the school into its next phase?

We are seeking an exceptional, experienced and inspirational leader to become the Headteacher of Cardinal Primary School in Feltham. This is a rare opportunity to lead a recently merged primary school at a pivotal stage in its development and to shape its long-term future.

The incoming Headteacher will be responsible for leading the next phase of the school's development by:

- Fully uniting two sites into one cohesive, high-performing primary school
- Embedding recent improvements and ensuring they are sustained over time
- Raising standards of teaching, learning and attainment across all key stages
- Ensuring that strong foundations in Key Stage 1 are consistently built upon in Key Stage 2
- Strengthening inclusion so that all pupils, including those with SEND and complex needs, achieve their full potential
- Providing strategic leadership in a financially challenging environment

The successful candidate will be expected to:

- Provide clear, ambitious and strategic leadership that secures sustained school improvement
- Build a culture of high expectations, accountability, professional trust and collaboration
- Lead curriculum development and ensure consistently high-quality teaching across the school
- Make evidence-informed decisions that improve outcomes for all learners
- Manage significant budgets effectively, ensuring resources are deployed for maximum impact
- Lead and develop staff, inspiring high performance while supporting professional growth
- Work in strong partnership with governors, families and the wider community
- Lead change confidently, bringing together stakeholders behind a shared vision for the school

Through effective leadership, the Headteacher will ensure that:

- Cardinal Primary School becomes a fully unified, high-performing school
- Outcomes for all pupils improve, with particular focus on progress from KS1 to KS2
- High expectations and inclusion are embedded across the school culture
- Teaching and learning are consistently strong and impactful
- The school operates sustainably within its financial constraints while maximising impact for pupils
- Staff are motivated, well-supported and professionally developed
- The school makes a lasting, positive difference to the lives of children and families it serves

We are seeking a leader who:

- Has a proven track record of raising standards and improving outcomes
- Is an experienced, resilient and strategic school leader
- Has the courage to make difficult decisions in the best interests of children
- Can unite staff, pupils and stakeholders behind a shared vision
- Demonstrates strong financial and resource management skills
- Is committed to inclusion and high expectations for all learners
- Can lead sustained change and school improvement over time

This role would suit an experienced Headteacher or an exceptional Deputy Headteacher (or equivalent) with substantial whole-school leadership experience and a proven record of driving improvement. If you are passionate about education and are seeking an exciting career opportunity, we can offer you an enriching and rewarding Headship.

This is a significant leadership opportunity to shape the future of a newly merged primary school. The successful candidate will not only inherit strong foundations but will play a defining role in building an outstanding school for the future. If you are motivated by challenge, driven by high standards and passionate about improving children's life chances, we would be delighted to hear from you.

Informal visits are warmly encouraged and strongly recommended. Please contact the school office on 020 8890 6306 to make an appointment. Further information about the school can be found on the school website at www.cardinalprimaryschool.co.uk.

Completed applications supported by a statement setting out how you meet the person specification criteria should be forwarded to Yvette Mayers, Head of Schools HR Traded Services via yvette.mayers@hounslow.gov.uk. ***Applications without a supporting statement will not be considered. Please refer to the guidance at the back of the recruitment pack.***

Closing date: Friday 25th September 2026 at Midday
The Recruitment Day is Scheduled for: Thursday 22nd October 2026

Our school is proud of its commitment to safeguarding and promoting the welfare of children and expects all staff to share in this commitment. Appointment to this post will be subject to an enhanced DBS disclosure.

Job Description: Headteacher

The Headteacher will be responsible to the school's Governing Board.

The appointment is subject to the current conditions of employment for Headteachers contained in the current School Teachers' Pay and Conditions Document. This job description is based on the National Standards of Excellence for Headteachers (2020).

Statement of Purpose

To provide professional leadership for the school that builds on its success and improvement, ensuring high-quality education for all its pupils in a happy and vibrant school and continually improving standards of learning and achievement for all pupils.

The Headteacher will uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these principles form the basis of the ethical standards expected of public office holders.

Key Responsibilities:

Shaping the Future

1. Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
2. Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
3. Demonstrate the vision and values in everyday work and practice.
4. Motivate and work with others to create a shared culture and positive climate.
5. Ensure creativity, innovation and the use of appropriate new techniques and technologies to achieve learning excellence.
6. Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

Leading Learning and Teaching

1. Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor the progress of every child's learning and set challenging targets year on year.
2. Ensure that learning is at the centre of strategic planning and resource management.
3. Establish creative, responsive and effective approaches to learning and teaching.
4. Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
5. Implement strategies which secure high standards of behavior and attendance.
6. Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
7. Monitor, evaluate and review classroom practice and promote improvement strategies.
8. Develop middle and senior leaders to support school improvement and develop a sustainable school.
9. Challenge underperformance at all levels and ensure effective corrective action and follow up.

Developing Self and Working with Others

1. Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
2. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
3. Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
4. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals.
5. Ensure that there is clear delegation of tasks and responsibilities.
6. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
7. Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
8. Regularly review practice, set personal targets and take responsibility for personal development.
9. Manage own workload and that of others to allow an appropriate work/life balance.

Managing the Organisation

1. To periodically review the organisational structure, to ensure it reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and budgetary regulations.
2. Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
3. Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
4. Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
5. Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
6. Implement successful performance management processes with all staff.
7. Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
8. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
9. Use and integrate a range of technologies effectively and efficiently to manage the school.

Securing Accountability

1. Fulfil commitments arising from contractual accountability to the Governing Board.
2. Develop a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
4. Work with the Governing Board (providing information, objective advice and support) to enable it to meet its responsibilities.
5. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
6. Reflect on personal contribution to school achievements and take account of feedback from others.

Strengthening Community

1. Build a school culture and curriculum, which takes account of the richness and diversity of the school community.
2. Create and promote positive strategies for challenging racial and any other prejudice.
3. Ensure that learning experiences for pupils are linked into and integrated with the wider community.
4. Ensure that there are a range of community-based learning experiences.
5. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
6. Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
7. Contribute to the development of the wider education system by sharing effective practice and promoting innovation and partnership work.

Safeguarding

1. Responsible for promoting the welfare of all children and young people.
2. Keep up to date with all areas of Safeguarding responsibilities across the school.
3. Co-operate and work with relevant agencies to protect children.
4. Create an organisational culture which prioritises and monitors the safeguarding of children and young people.
5. Ensure that all paperwork and electronically held records are kept up-to-date and secure.
6. To be the school's Designated Safeguarding Lead.

Person Specification: Headteacher

Key Criteria

Please ensure that you address each criterion within your supporting statement under the headings set out below. Please refer to the guidance information

Qualifications & Experience

UK Qualified Teacher Status

Proven successful and recent strategic senior leadership experience within primary education as a Headteacher/Head of School or Deputy Headteacher

Evidence of a commitment to your own continuous professional development and the successful completion of Postgraduate study (e.g., NPQH, MA in Education), if held

A record of recent and relevant in-service and external training including safeguarding

Substantial and varied teaching experience across the primary age range

Experience of working within a diverse community

Experience of working effectively with the school community and external partners, including other school leaders and their institutions

Qualities & Knowledge

Knowledge of what constitutes good and outstanding teaching

Knowledge of how to develop and monitor teaching and learning to improve the quality

A proven track record of the ability to raise the academic and personal achievement of all pupils

To have a developed understanding of both the strategic role of the Headteacher and the importance of being a substantial presence in the daily life of the school

An up-to-date understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the OFSTED framework

Pupils and Staff

Is able to manage, inspire, encourage and empower staff

Is able to demonstrate strong and effective leadership and management skills

An ability to identify and promote excellence and challenge poor performance across the school.

Demonstrate a commitment to providing choice and flexibility in learning to meet the needs of every child and to ensure that every child achieves his/her potential

Understands about the relationship between managing performance, CPD and sustained school improvement

Ability to analyse and monitor assessment data to identify needs and trends in order to promote appropriate levels of challenge to all pupils

The ability to identify potential in both pupils and staff and to be insistent on their success as outstanding students and teachers

A proven commitment to inclusive education which addresses the needs of all the learners in a diverse community

Managing the Organisation

Evidence of a commitment to sustaining and developing a safe, secure and healthy school environment, in accordance with Child Protection and Safeguarding legislation

Significant understanding of what is required to lead a school efficiently, effectively and transparently for all, and understanding the importance of active challenge from governors and external agencies

Is able to manage the financial and human resources effectively and efficiently to achieve the school's educational goals and priorities

An understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles

Securing Accountability:

Have a commitment to the use of outcomes from regular self and peer review to develop a high impact School Development Plan

Is committed to individual, team and whole school accountability for pupil learning outcomes.

Strengthening the Community:

Is committed to partnership with parents and the community to realise the distinctive vision and values of the school

Is committed to collaboration and networking with other schools to improve outcomes.

Is empathetic towards and has an understanding of a multicultural, diverse community such as ours and how it is an asset to the school

Guidance for Applicants: How to Present Evidence in Your Application

We are seeking clear, specific and evidence-based applications that demonstrate real impact on pupils, staff and school improvement.

To support fair and consistent shortlisting, you must show **what you did, how you did it, and what changed as a result**. Applications that do not include clear evidence of impact are unlikely to score highly.

We are recruiting for a senior leadership role in a complex and evolving primary school context, we therefore need leaders who can demonstrate proven impact on:

- Raising pupil outcomes
- Improving teaching and learning
- Strengthening leadership capacity
- Managing resources effectively
- Driving sustained school improvement

This is a high-responsibility role where leadership decisions directly affect outcomes for children and staff.

Your application must demonstrate that you have personally led improvement in similar contexts.

You are expected to provide evidence that shows:

- Your readiness for Headship or senior leadership in a complex primary setting
- Your ability to lead whole-school improvement
- Your impact on pupils, staff, systems and outcomes
- Your ability to lead strategically and operationally
- Your effectiveness in improving teaching, curriculum and organisational performance

When completing your application, you must:

Use Evidence-Based Examples

For each example you provide, include:

- The context or challenge you were addressing
- Your specific role and leadership actions
- Decisions you made and why
- What you personally led or changed
- How you implemented improvement

Be Precise and Accountable

Avoid general statements such as:

“I believe in high standards” or “I am a strong leader”

Instead, explain:

- What you did
- How you did it
- Who was involved
- What changed as a result

Use Measurable Impact Wherever Possible

Examples of impact might include:

- Improved attainment or progress
- Better teaching quality or consistency
- Improved attendance or behaviour
- Stronger staff performance or retention
- More efficient use of resources or budgets

Please structure your statement using the Person Specification headings clearly set out before each section of your submission.

Each section must include:

- At least one specific leadership example
- A clear description of your role
- A clear statement of impact or outcome

How Applications Will Be Assessed

Shortlisting will focus on:

- Quality and clarity of evidence
- Measurable impact on pupil outcomes
- Strength of leadership contribution
- Scale and sustainability of improvement
- Effectiveness of financial and operational leadership
- Evidence of strategic thinking and accountability

Final Note

We encourage applicants to be precise about their leadership impact.

This is your opportunity to demonstrate not just what you have done, but what has improved as a result of your leadership.

We strongly advise against relying on AI-generated responses. We are looking for your authentic professional voice and clear evidence of your leadership experience