



The
Smallberry Green
Primary School
BE THE BEST YOU CAN BE

Headteacher Recruitment Pack

April 2026



Resilience | Optimism | Respect | Curiosity | Inclusion | Confidence

The Smallberry Green Primary School
Turnpike Way Isleworth TW7 5BF

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Welcome from the Chair of Governors

Dear Applicant,

I would like to warmly welcome you to The Smallberry Green Primary School. Thank you for your interest in the position of Headteacher and joining our fantastic team.

As Governors, we are seeking a hard-working, visible and passionate leader who will be excited about working here and will embrace and champion the wonderful culture of our school. Our next Headteacher will have an ambitious vision for educational excellence, will be relentless in upholding our culture of safeguarding, and will inspire our pupils and staff to be the best they can be.

We pride ourselves on the following:

- We are a diverse and vibrant two-form entry school with an ASD Unit.
- We serve our local communities of Isleworth and Brentford in West London.
- We welcome families of all backgrounds, cultures, languages and abilities.
- We work very closely with parents and carers, using their feedback constructively to drive continuous improvement.
- We have a keen focus on our values: Resilience, Optimism, Respect, Curiosity, Inclusion and Confidence.

We aim for every child to reach their full potential, ensuring academic excellence and achievements across the curriculum and beyond. A wide range of extra-curricular activities, including clubs, trips and visits, accessible to all children are a key feature of our school, preparing our children to be well-rounded global citizens.

We are not a school that stands still. We are extremely proud of the achievements we have had to date; in particular, our last Ofsted Inspection rated our EYFS and personal development outstanding. We are continually driving to build on that success and look for the successful applicant to have the ambition, drive and motivation to strive for nothing but excellence for our pupils.

There is a strong whole-school safeguarding culture where staff are vigilant to keep all children safe and well. Our safeguarding and health and safety processes are exemplary; we constantly review and monitor these to ensure that they are best for the children and staff that we care for.

The well-being of all is paramount. We aim to ensure all our staff and children feel cared for and listened to. We expect our new Headteacher to prioritise this too.

The school's budget is well managed and, as a result, we have an excellent, highly skilled team of teaching and support staff, who all receive effective professional development to ensure they continue to grow and learn.

Over the last few years, we have been fortunate to continue to improve our school and site; we are very proud that Smallberry Green is an attractive, bright and comfortable place to come to learn and work.

As Headteacher, you will be a strong, visible presence in our school and a positive advocate for Smallberry Green at all times. The ideal candidate should have an appreciation of the qualities and needs of our diverse community and the experience to develop and implement a strong strategic, financial and curriculum focused direction for the school. You will also have experience of working as part of a team with governors, staff and parents to develop and sustain a continuously improving school.

I very much look forward to receiving your application.

Kind regards

Scott Wallace-Cotter

Chair of Governors



About Smallberry Green

Smallberry Green Primary School is a happy, caring school situated in Isleworth, Hounslow with a very positive ethos and friendly nature. We pride ourselves on the community feel to our school where all members of staff get to know each child individually, always encouraging them to 'be the best they can be'. This is demonstrated in the impeccable behaviour our children display by being 'ready, respectful and safe'.

We are a two-form entry primary school and have a maximum 30 per class. Our nursery offers both 15 hours and 30 hours a week provision during term time. We are lucky to have an ASD centre attached to our school which supports the learning and integration of children with EHCPs across KS1 and KS2 into our mainstream classes.

Our standards of behaviour and respect for one another are excellent and we have been recognised for this on many occasions. Ofsted noted that 'Pupils behave well in lessons and around school. They are polite and courteous to each other and to adults.'

We have a higher-than-average proportion of pupils with SEND, and have a track record in providing specialist support to meet the needs of all our pupils. We are consistently recognised for our SEND provision by our peers, the local authority and Ofsted. Our last inspection note that 'Leaders have the same ambition for pupils with SEND as they have for all pupils. Pupils with SEND are supported well in their learning to help them know and remember more'.

We pride ourselves on providing a rich curriculum and a range of interesting experiences to enable our children to develop into well-rounded young people. Our personal development offer has been recognised as outstanding.

Our dedicated team of teachers and staff deliver a wealth of expertise and enthusiasm to ensure the best possible outcomes for our children. We pride ourselves in offering a safe and caring environment for both teaching and learning in a modern building with excellent facilities.

Our vision and values

Our School Vision is:

BE THE BEST YOU CAN BE

We aim to achieve the highest academic standards through a rich and well-balanced curriculum that is inspiring and engaging. We do this within a happy, safe and stimulating environment.

Our unwavering commitment is to enable children to be confident, respectful and successful global citizens in an ever-changing world, now and in the future.

At Smallberry Green, we celebrate a different value every half term. Our values are:

- Resilience
- Optimism
- Respect
- Curiosity
- Inclusion
- Confidence



What people say about us

Smallberry Green Primary School is an inclusive and welcoming school. Pupils really enjoy their learning. They are happy in lessons and when playing with their friends on the playground. Teachers encourage pupils to feel part of a diverse, dynamic community.

- Ofsted, February 2023



You can see from the children's behaviour that the values of the school are encouraged and acted on, which is great. Most importantly, the adults in the school are always happy and smiling, even on a rainy Monday, and everyone is always so helpful, polite and set great examples for the children.

- Parent, Spring 2026

My favourite thing about Smallberry is my teacher, but all the teachers are helpful, supportive and really welcoming.

- Pupil, April 2026

Leaders and governors have high expectations for all pupils. Pupils with special educational needs and/or disabilities (SEND) achieve well because of leaders' utmost care to meet their needs.

- Ofsted, February 2023

Everybody is valued, friendly and I feel listened to.

- Parent, Spring 2026



What people say about us

I love the outside space, especially the sandpit. It's lots of fun playing there in the summer.

- Pupil, April 2026

The best thing about this school is its supportive environment. The teachers truly care about the students.

- Parent, Spring 2026



One of the best things about Smallberry Green is the choice of afterschool clubs. I can choose from lots of different sports to musical theatre and arts and crafts.

- Pupil, April 2026



The classrooms are very warm and the children are clearly happy. The relationships with the children are strong and this permeates everything that Smallberry Green does.

- Peer Challenge, Autumn 2025

Leaders' work to enhance and extend pupils' experiences beyond the academic is of exceptionally high quality. Pupils with SEND are fully included in the rich provision on offer.

- Ofsted, February 2023

Key data

Type of school	Primary
Provision	Nursery to Year 6
Location	London Borough of Hounslow
Type of establishment	State Maintained Community School
Co-ed. or single sex	Co-educational
Budget	Balanced Budget
Last Ofsted inspection	February 2023
Total Staff	57
Number of teachers	22
Number of TAs	20
Number of children	401
Average class size	30
Overall attendance	93.75%
% of pupils eligible for free school meals	21.7%
% of pupils on SEND support	28.2%
% of pupils with EHCP or statement of SEN	10.0%
% of pupils with EAL	30.2%
Number of previously Looked After Children	2

Headteacher advert

Start date: September 2026

Salary: Group 3, L18 – L24* (in accordance with STPCD)

£82,816 - £94,322 (Outer London) (2026 pay award pending)

The Smallberry Green Primary School is a friendly, diverse and busy primary school located in Isleworth, with a vibrant and hardworking school community. The school promotes the highest standards for all our children, widening their horizons and raising their aspirations, embracing new technologies and initiatives to fully prepare the children for their future in an ever-changing world.

We are looking to appoint a strong, dynamic leader, motivator and coach who will quickly earn the respect and commitment of the children and staff and be able to build on the cohesive team of staff, children, parents, governors and the wider community. The candidate will ideally have a proven track record of delivering the highest standards to lead the school forward from 'good' to 'outstanding', and beyond...

We are offering you the opportunity to run a thriving primary school with an excellent local reputation that truly makes a difference, celebrates its multicultural community - leaving no child behind. You will lead a staff team that is committed to the best educational standards and the needs of our children, supported by a proactive Governing Board. The school has an ongoing commitment to learning for all with personalised professional development opportunities which will serve to support future goals.

If you are passionate about education and are seeking an exciting career opportunity, The Smallberry Green Primary School would welcome your application.

Visits to the school prior to application are strongly encouraged. Please contact Natalie Subeather, Headteacher's PA, on 020 8580 2070 or office@smallberrygreen.hounslow.sch.uk to make an appointment.

For further information on how to apply please visit the school website at www.smallberrygreen.co.uk or click on this link <https://www.eteach.com/jobs?empNo=18083>. Please note that CVs will not be accepted. Completed applications should be returned to Yvette Mayers, Strategic People Lead for Schools and Children's and Adult Services via Yvette.Mayers@hounslow.gov.uk.

Closing date for applications: **Tuesday 5 May at 9am**

Assessment and interviews: **Tuesday 19 May (plus second day, if needed)**

The Smallberry Green Primary School is proud of its commitment to safeguarding and promoting the welfare of children and expects all staff, visitors and volunteers to share in this commitment. Appointment to this post will be subject to an enhanced DBS disclosure check and satisfactory references. We may also carry out checks on social media and online searches for shortlisted candidates.

The Smallberry Green Primary School is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications are encouraged regardless of age, disability, sex, gender reassignment, sexual reorientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Headteacher job description

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 Headteachers' Standards (2020).

Headteachers are also required to uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders.

Statement of purpose

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

Key Responsibilities:

Shaping the Future

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

Leading Learning and Teaching

1. Ensures a consistent and continuous school-wide focus on children's achievement, using data and benchmarks to monitor the progress of every child's learning and set challenging targets year on year.
2. Ensures that learning is at the centre of strategic planning and resource management.
3. Establishes creative, responsive and effective approaches to learning and teaching.
4. Ensures a culture and ethos of challenge and support where all children can achieve success and become engaged in their own learning.
5. Demonstrates and articulates high expectations and sets stretching targets for every child.
6. Holds ambitious expectations for all pupils with SEND.

7. Implements strategies which secure high standards of behaviour and attendance.
8. Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework.
9. Monitors, evaluates and reviews classroom practice and promotes improvement strategies.
10. Develops middle and senior leaders to support school improvement and develop a sustainable school.
11. Challenges underperformance at all levels and ensures effective corrective action and follow up.

Developing Self and Working with Others

1. Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
2. Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.
3. Develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
4. Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals.
5. Ensuring clear delegation of tasks and responsibilities.
6. Acknowledges the responsibilities and celebrates the achievements of individuals and teams.
7. Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.
8. Regularly reviews practice, sets personal targets and takes responsibility for personal development.
9. Manages workload and that of others to allow an appropriate work/life balance.

Managing the Organisation

1. Creates an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Implements a culture that places inclusion at its core.
3. Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.
4. Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
5. Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

6. Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
7. Implements successful performance management processes with all staff.
8. Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
9. Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.
10. Uses and integrates a range of technologies effectively and efficiently to manage the school.

Securing Accountability

1. Understands and welcomes the role of effective governance.
2. Fulfils commitments arising from contractual accountability to the Governing Board.
3. Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
4. Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
5. Actively supports the Governing Board (providing information, objective advice and support) to enable it to meet its responsibilities effectively.
6. Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
7. Reflects on personal contribution to school achievements and takes account of feedback from others.

Strengthening Community

1. Builds a school culture and curriculum which takes account of the richness and diversity of the school community.
2. Creates and promotes positive strategies for challenging racial and any other prejudice.
3. Ensures learning experiences for children are linked into and integrated with the wider community.
4. Ensures a range of community-based learning experiences.
5. Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of children and their families.
6. Creates and maintains an effective partnership with parents and carers to support and improve children' achievement and personal development.
7. Contributes 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; acts as Designated Safeguarding Lead or ensures effective oversight of this role.
2. Keeps up-to-date with all areas of safeguarding responsibilities across the school.
3. Co-operates and works with relevant agencies to protect children.
4. Creates an organisational culture which prioritises and monitors the safeguarding of children and young people.
5. Ensures all paperwork is kept up-to-date and secure and all policies and procedures are implemented effectively.

Headteacher person specification

Qualifications and experience

UK Qualified Teacher Status

Proven successful recent senior leadership experience of education within the primary age range as either a Headteacher, Head of School or Deputy Headteacher

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

Successfully completed or part way through NPQH or NPQL and/or any evidence of successful postgraduate study (e.g. MA in Education)

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

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

Experience of developing a high impact School Development Plan and to be able to prioritise and deliver the school's objectives Have a commitment to the use of outcomes from regular self-review.

Strategy and accountability

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

Have a sound understanding of managing change effectively and the ability to lead and manage change in a positive and inclusive way.

Be able to demonstrate the ability to analyse and monitor assessment data to identify needs and trends in order to promote appropriate levels of challenge to all pupils.

Have an understanding of, and the ability to, manage finance and human resources effectively and efficiently, in accordance with benchmarking, financial management and best value principles to achieve the school's educational goals and priorities

Have an up-to-date understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including OFSTED and SEND frameworks.

Leadership and management

To be a visible leader, who leads by example to manage, inspire, encourage and empower staff, children and parents, utilising strong and effective leadership, communication and management skills.

To be able to identify and promote excellence and challenge poor performance across the school applying a developed understanding of the relationship between managing performance, CPD and sustained school improvement

Have the ability to identify potential in both pupils and staff and to be insistent on their success as outstanding students and teachers by supporting their development

To understand fully what is required to lead a school efficiently, effectively and transparently and to understand the importance of active challenge from governors and external agencies.

To have a sound understanding of managing change effectively and the ability to lead and manage change in a positive and inclusive way.

Have a commitment to partnership with parents and the community to raise standards by supporting the learning of children and helping to realise the distinctive vision and values of the school

Curriculum management

Have an in-depth knowledge of excellence in SEN teaching practice, including appropriate teaching and learning styles.

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

Have a clear understanding of how to develop and monitor teaching and learning to improve quality using data appropriately and effectively to identify needs and trends to promote appropriate levels of challenge to all pupils

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

Have the ability to identify potential in both pupils and staff and to be insistent on their success as outstanding students and teachers by supporting their development demonstrates

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

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