



**Cardinal Primary School**

**HEADTEACHER  
RECRUITMENT PACK  
SEPTEMBER 2025**



***“Proud to Be Me, Proud to Belong”  
“Creating Opportunities”***

# CONTENTS

**About the School**

**Letter from the current Headteacher**

**What staff say about working at the school**

**Advert**

**Job Description**

**Person Specification**

## CONTACT US

**Cardinal Infant and Nursery**

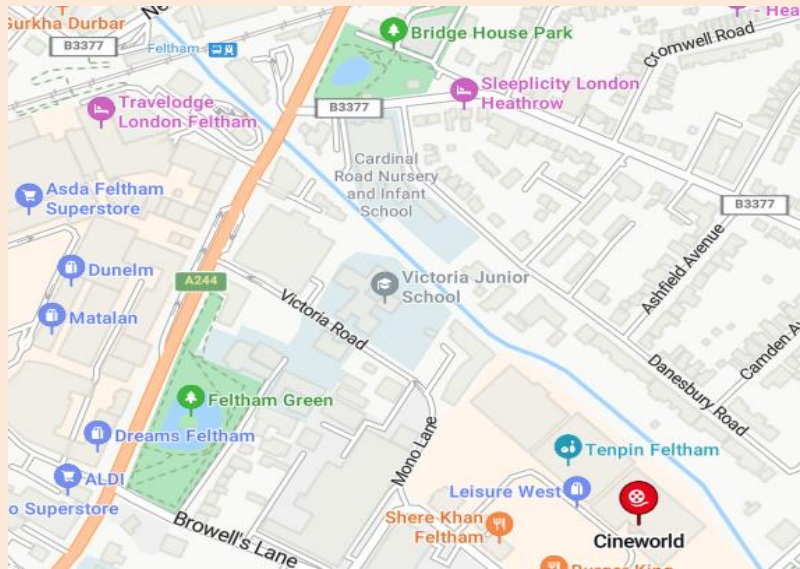
Cardinal Road  
Feltham, TW13 5AL  
Tel: 020 8890 6306

**Cardinal Junior**

Victoria Road  
Feltham, TW13 4AQ  
Tel: 020 8890 9624

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# 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 91 children.

Following a decision by the Local Authority the school opened on 1<sup>st</sup> September 2025 following the merger of Cardinal Road Infant and Nursery School and Victoria Junior School to form a new all through primary school which will continue to serve the children of our thriving community.

Substantial progress has already been made in common understandings across both schools, but there are also many opportunities to create and develop ways forward.

This is an exciting opportunity for an inspirational and innovative leader to continue the work of Mrs Nowak and the staff to take the new school forward successfully as a single school embracing the ethos of encouraging all children to be *“Proud to Be Me, Proud to Belong”* and *“Creating Opportunities”*.

Aim high, work hard, be kind, no excuses.

## Our Values

Respect Self Belief Risk Taker  
Explore Positivity

We want our pupils to be able to live fulfilled, curious and compassionate lives, and feel successful in whichever paths they choose to take in life.

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*“Creating Opportunities”*

# Letter from the current Headteacher

Dear Applicant

Thank you for considering the opportunity to become the next Headteacher of the merged schools of Victoria Junior School and Cardinal Road Infant and Nursery School. After 21 very happy years at Cardinal Road as Headteacher and over a year as interim Headteacher of Victoria Junior School, the time is right for me to retire and hand over to someone who shares a passion and commitment to providing the very best education for our children whilst building on all that is good, in order to ensure that the school continues to improve.

We are seeking a dynamic and inspiring Headteacher to lead this transition and take our school into the future with a shared vision and values. This merger presents a unique opportunity to create a vibrant, cohesive learning environment where all children can thrive, with a focus on providing high-quality education and learning opportunities for every pupil. We believe that diversity is a powerful tool for learning, fostering creativity, resilience, and understanding among our children.

Staff across both schools are dedicated, passionate, and work tirelessly to ensure that our pupils receive the very best education. They have a great sense of humour and a shared commitment to our children's success. Collaboration between the schools has begun and there is genuine willingness to work together and excitement for the future. People care about one another and there is an authentic sense of community. Our children are simply great at demonstrating resilience and determination in their learning. Many of them face challenges, including economic and social disadvantages and complex needs.

Governors are, well informed, committed and passionate about children receiving the best provision possible. They are supportive of the Headteacher in their leadership role and ensuring the success of this new chapter in our school's journey.

The schools are a member of the Hounslow Education Partnership (HEP) which is a group founded by schools across Hounslow to provide the sharing of good practice and strong networks that operate across the borough including termly subject leader networks and professional development. We also participate in Peer Challenge as part of HEP which supports school improvement.

I look forward to welcoming you to Cardinal Primary School to experience our school during the school day, should you decide to apply for the role.

Appointments can be made through either school office and I will be delighted to take you on a tour.

Yours sincerely,

*Maggie Nowak*

**Headteacher**

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# What staff say about working at the School

The general environment at Victoria Junior school is friendly and welcoming. A lot of effort has always been put into CPD for staff. All staff are given opportunities to develop and gain new skills. All staff are dedicated to the development of all pupils, both academically and personally, which is key in such a diverse area.

At Cardinal Road we are friendly, caring and supportive. I find that no matter how busy staff are they will always find time to help others. Staff are approachable and willing to do all they can for the children in their care.

It is an absolute pleasure to work at Victoria Junior School. All of the staff are incredibly kind and supportive, and always ready to give a smile and a helping hand when you're in need. The school has an excellent attitude to learning, with adults and children alike always trying their best and looking at how they can improve.

After having a wonderful time at Cardinal Road as a student teacher, I was extremely excited to get the opportunity to work here once qualified and after ten years I am still loving it!

I have worked in all year groups at Victoria Junior School and nearly every room. Although times have changed and staff too, it has always been a happy, supportive place to work.

I started working at Cardinal Road as an NQT. During my time here I have always been supported and have been given many opportunities to develop and grow. Cardinal Road has seen me get married, have children, work part-time and full time.

I have worked at Victoria Junior School since my NQT year 8 years ago. The staff at the school have always been friendly and approachable, on hand to support each other. All staff are dedicated to the development of all pupils, both academically and personally, which is key in such a diverse area.

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# What staff say about working at the School

When I started my ECT journey at Victoria Junior School, I found the staff to be extremely approachable and eager to share their knowledge and expertise, in areas such as subject content, classroom management, and supporting both children and families.

Cardinal Road is wonderfully diverse, and every child and adult is valued. The walkway is a great social space and creates a wonderful inclusive environment that connects everyone together. SLT are approachable and hands on and there is always someone to go to for help and support.

I 'dipped my toe' into teaching elsewhere, as after 20 years I wanted to teach at Junior age, which was really interesting. However, after four years away I was so happy to 'come home' to Cardinal Road. Here everyone is valued, we are a team that support and develop one another- it is not just the children that keep on learning! To have worked here in total for 24 years without that 'Monday morning feeling' is no mean feat! I cannot recommend it enough.

Staff at Victoria Junior School are resilient, caring, honest and inquisitive. They are full of questions, intrigue and fun. The community spirit is what glues our school together. Parents, staff, governors and children work endlessly to ensure all children are happy, curious and fulfilled

I quickly observed the warm, family-like atmosphere at Victoria Junior School, even though I initially worked through an agency. When I started my ECT journey, I found the staff to be extremely approachable and eager to share their knowledge and expertise, in areas such as subject content, classroom management, and supporting both children and families.

Cardinal Road is very much like a family. Everyone loves children here and loves to see them flourish and grow. There is a real emphasis on the whole child.

Having worked at Victoria Junior School for many years, I have felt it to be such a privilege. Not only are the staff supportive, hardworking and kind, but also the children are what makes our school truly fantastic.

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# Cardinal Primary School

## Headteacher

**Start Date: January 2026**

**Salary: L20 – L26 £86,764 - £99,840 (Outer London)**

We are seeking an experienced and inspirational leader to become the Headteacher of the newly merged Cardinal Road Infant and Nursery and Victoria Junior Schools.

Senior Leaders and administration staff of both schools have been working collaboratively under the guidance of the established Headteacher of the Infant and Nursery School who took on the role of Interim Headteacher of Victoria Junior School in April 2024. Following the decision of the current Headteacher to retire at the end of the autumn term 2025, we are now seeking to appoint someone with the vision and expertise to continue and develop the good practice already in place and continue the school's journey as a single primary school.

Do you have what it takes to lead the school into its next phase? Do you want to be part of a stimulating, nurturing, diverse and caring community? If so, we look forward to hearing from you.

You will have experience of working collaboratively with governors, staff, parents and pupils to develop and sustain a self-improving school.

This is an exciting opportunity for a hard-working and dynamic individual who is reflective, caring, thoughtful and keen to make a real and lasting impact in a great school. You will lead a staff team based on two sites that are committed to the best educational standards and the needs of our children, supported by a proactive Governing Board.

The successful candidate will bring the insight, authority, and organisational skill required to step into the role immediately, providing strong leadership and the ability to motivate, support, and harmonise a large and diverse team. We want a leader who can build on our strengths, bringing new perspectives and proven strategies, ensuring our school continues to thrive under confident and knowledgeable direction.

If you are passionate about education and are seeking an exciting career opportunity, we can offer you an enriching and rewarding Headship. We would welcome applications from experienced Headteachers as well as Deputies (or equivalent) who will be able to demonstrate excellent strategic leadership, management and communication skills.

Informal visits are strongly encouraged. Please contact one of the school offices on: 020 8890 9624 or 020 8890 6306 to make an appointment. Further information about the school can be found on the school websites at [www.cardinalroad.co.uk](http://www.cardinalroad.co.uk) and [www.victoriajunior.co.uk](http://www.victoriajunior.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](mailto:yvette.mayers@hounslow.gov.uk). **Applications without a supporting statement will not be considered.** **Please ensure you address each criterion as set out in the person specification.**

**Closing date: Friday 19<sup>th</sup> September 2025 at Midday**  
**Interviews: Monday 30<sup>th</sup> September 2025**

*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 behaviour 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 promotes 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. Create 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. 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 schools Designated Safeguarding Lead.

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# Person Specification: Headteacher

## Key Criteria

*Please ensure that you address each criterion within your supporting statement under the headings set out below*

### 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

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