



CROOK LOG PRIMARY SCHOOL

Headteacher
Vacancy Information Pack



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02 February 2026

Dear Applicant,

The Governors of Crook Log Primary School are seeking to recruit a special person to lead the continued development of this successful school located in Bexleyheath. Governors at Crook Log have many years of experience with the school and play an active role in supporting and challenging leaders to help support the community and local families. There is an active parent group – The Friends of Crook Log School, who fundraise actively and support the school in many ways.

We are fortunate that the school is situated within spacious grounds, with playing fields that are fully utilized by the children and staff for a full timetable of sports activities, both during and outside of the school day.

Crook Log Primary School is a happy, caring and welcoming school where every child and adult is valued and respected. We encourage a positive attitude towards learning and expect children to achieve their very best. We strive to provide a truly inclusive environment where all children can excel in all areas of the curriculum through partnerships between home and school. We encourage parents & guardians to become involved in their children's learning.

The Governors are seeking the right person who can build on the many existing strengths of the school and lead it forward into its next phase of continued development.

We are committed to remaining a standalone community school, as part of a successful collaborative with similar schools in the local area. This is an exciting opportunity for someone who can demonstrate a strong passion for growth and improvement in challenging times, whilst maintaining the culture and ethos of the school.

We look forward to receiving your application and thank-you for your interest.

Yours Sincerely,

Margaret Simonds and Ceri King

Joint Chair of Governors

Crook Log Primary School is a popular, successful two form entry primary school, with nursery provision, located in the town of Bexleyheath, Kent. Crook Log has a specialist Autistic Spectrum Disorder (ASD) provision for up to eight pupils.

Governors and Staff at Crook Log are committed, hardworking and enthusiastic in their approach to ensure Crook Log is a happy, welcoming, and positive place for children to learn and develop. The school has extensive grounds, including a large sports field and two large playgrounds, and in recent years has welcomed the addition of a new infant/upper KS2 building (opened in September 2014).



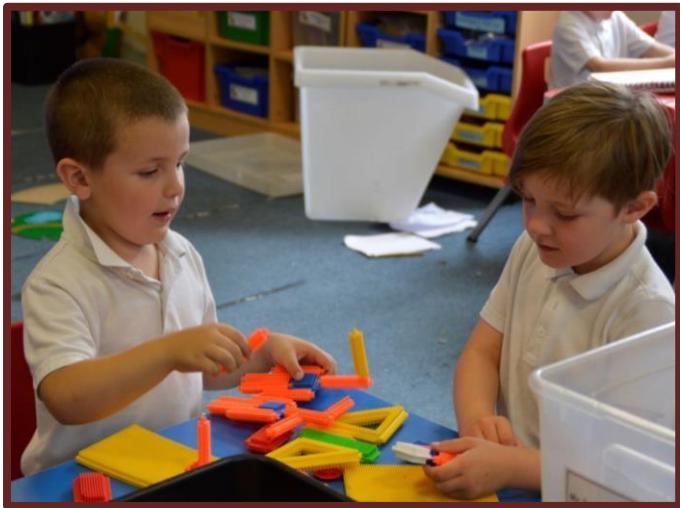
Vision and Values

In a calm, caring and secure environment Crook Log Primary School endeavours to provide children with the confidence and skills to achieve a high standard in all areas of school life. Through sound teaching and in close partnership with parents we believe that all pupils will leave Crook Log School with a continued sense of ambition, independence, and a thirst for learning.

This can be developed by:

- encouraging them to co-operate and be actively involved in their own learning so that they may eventually achieve autonomy
- teaching them the skills to learn and become independent and self-reliant helping them to acquire knowledge which will encourage an understanding of the world and its people, and help them adapt to changes
- fostering personal and moral values, such as respecting others, learning tolerance, self discipline and concern for others
- having high but realistic expectations for each child in relation to age, aptitude and ability
- valuing their work by displaying it, sharing it with others, praising their efforts and ensuring a sense of worth and achievement.

We want children to be able to aspire to great heights, unafraid to tackle new challenges as they become citizens of the future. We want our pupils to positively 'believe in a bright future'.



Ofsted

Our last full inspection took place in April 2024, with overall effectiveness judged to be 'Good'.

Inspection can be read at: <https://reports.ofsted.gov.uk/provider/21/101402>.

"Reading is at the heart of the curriculum. Children start learning to read within the first few weeks of starting Reception. This is because leaders want all pupils to read confidently and without delay"

Safer Recruitment

Crook Log Primary School is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

Our selection process is based on good practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants whilst deterring and rejecting those who may be unsuitable to work with children.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. It is expected that candidates should be aware and understand their duties and responsibilities in relation to child protection and safeguarding children.

Equal Opportunities

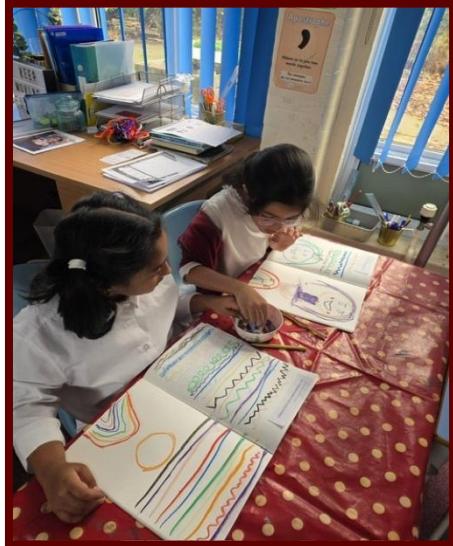
Crook Log Primary School is committed to equality and diversity in employment practice and service delivery.

Guaranteed Interview Scheme for Applicants with Disabilities

As part of our commitment to equalities and diversity, we aim to ensure that candidates are not prevented from demonstrating their true abilities during the recruitment and selection exercise. We

guarantee an interview to any disabled candidate whose application meets the minimum essential criteria for the post.

We are also committed to make Reasonable Adjustments to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether they have a disability or not, is unfairly prevented from demonstrating their abilities and skills.



About the London Borough of Bexley



Bexley lies within the south-east corner of Greater London, with good transport links to central London, Kent countryside and the coast. The borough covers 23 square miles, stretching from the Thames in the north to Kent in the south. Bexley is made up of different neighbourhoods: Belvedere, Thamesmead, Erith, Slade Green, Welling, Sidcup, Crayford, Fooths Cray, Blackfen, Bexleyheath and Bexley, each with its own distinct history and identity. Although much of the borough is developed, there are also more than 100 parks and 1100 hectares of Green Belt Land, open spaces, and some of London's most fascinating heritage at places like Crossness Pumping Station in Thamesmead, Hall Place in Crayford and Danson House near Bexleyheath.

Bexley is a diverse and growing borough with some 246,500 people living in the borough. It is estimated that by 2030 the population will be over 260,000 and almost 300,000 by 2050. Almost 25% of our population is Black and Asian Multi-Ethnic. 30% of our residents are young people (under the age of 25) which makes us the 15th youngest borough in London. Unemployment is

relatively low, at almost half the London average. However, there are pockets of unemployment in some parts in the north of the borough. These areas, together with some in the south, suffer from comparatively high levels of disadvantage and deprivation. Bexley is one of the safest boroughs (consistently in the top 5 for safety) in London, with a low number of offences compared to the rest of London.

Here in Bexley, our residents and workers alike can benefit from the new high-speed and well-connected Elizabeth Line which can take you from Abbey Wood, here in Bexley, all the way to Reading, Southeast England. With the Elizabeth Line you will be able to get from Abbey Wood to Paddington in only 29 minutes! Along with the well-connected train system here in Bexley, we also offer great bus links both further into London and then also into Kent.

In Bexley, there are:

- 59 primary schools of which 16% were judged as 'Outstanding' and 75% were judged as 'Good' by Ofsted
- 15 secondary schools including four selective schools and one all-through school in the borough

Bexley are the 6th highest London borough for rising numbers of students going into higher education. There are currently 10 maintained schools in Bexley, consisting of 9 primary and 1 secondary special school. In addition, the borough of Bexley benefits from 7 Catholic primary schools and 1 Church of England primary school, as well as 57 Academies (41 primary and 15 secondary) and 3 Free Schools. Educational attainment at GCSE is above the national average. There is an active and growing voluntary and community sector which is highly valued by local people and there is a strong tradition of successful partnership working

Your Application

It is important that you complete all sections of the application form and that you provide full information in each section. Your application form should be completed in black ink or ball point or be typed to facilitate photocopying. You are asked to tabulate your experience and additionally to submit a letter setting out the main points of your application. CV's will not be accepted.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative.

Reference is made on the application form that you must disclose whether you are related to anyone within the school or if you have any financial interest in contracts with the school or pending tenders; or if you are currently employed by the school. Canvassing for appointment disqualifies.

School Tours

We encourage visits to the school and opportunities to do this will be available on 03, 10 and 17th of February 2026. To enquire about visits and to make an appointment, please contact the School Office Manager, Gemma Carr on 020 8303 9203 or via email at admin@crooklog.bexley.sch.uk to arrange this.

How to Apply:

To apply for this vacancy please email Schools.HR@bexley.gov.uk to request an application pack.

Completed applications should then be emailed to Schools.HR@bexley.gov.uk for the attention of Hayley Flowers – HR Advisor.

Direct Dial No: 020 3045 4092
E-mail: Schools.HR@bexley.gov.uk

The closing date for receipt of applications is noon on 27 February 2026.

The assessment and interview dates are scheduled for 26th & 27th March 2026.

English Language Requirement

This post is considered to be a customer-facing position; as such it falls within scope of the Code of Practice on English language requirement for public sector workers. Crook Log Primary School therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

What will happen if you are shortlisted for interview

If you are shortlisted for interview, you will be notified of this via email. Emails will be sent to the email address provided on your application form. References will be taken up prior to the interview process and full employment histories may be verified as part of our vetting procedures in our ongoing commitment to safer recruitment practices.

The Rehabilitation of Offenders Act (1974) (Exceptions) Order 1975 (Amended) (England and Wales) Order 2020

This Act recognises the principle that people who have been convicted of an offence should not, as a result, be discriminated against for the rest of their lives and therefore it prohibits discrimination in employment within defined limits.

Some posts are exempt from the Act and these include those involving work with children, the elderly, with persons suffering from serious illness, with people with disabilities and for certain professions where the highest integrity is expected including employment in finance, legal, medical and security services.

The post you are applying for is 'exempt' under the Act. You are therefore required to provide details of ALL current (unspent) and 'spent' convictions or pending cases, cautions bind-over orders, reprimands and final warnings including dates and sentences. In connection with this, you will be asked to complete a self-disclosure form before interview and bring this with you in a separate, sealed envelope marked 'Confidential'.

The envelope will only be opened, and the information reviewed where a conditional offer of employment is made as part of our vetting checks. All unopened self-disclosure forms of unsuccessful applicants will be securely disposed of.

You are also required to complete the declaration on the application form.

Please note: You do not need to declare any criminal record information that is now filtered under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). This law came into force in November 2020. As a result, certain cautions and convictions are now considered 'protected' and therefore filtered from Standard or Enhanced DBS checks. Further guidance on whether a conviction, caution, final warning, or reprimand is eligible to be filtered can be found at: <https://www.gov.uk/government/publications/dbs-filtering-guidance>.

Online Searches

Online searches will be undertaken on shortlisted applicants to review publicly available information that would either harm the reputation of the school or make an applicant unsuitable to work with children. Information that causes concern will be explored with the applicant at interview.

Identity and Right to Work

We are required to check that a job applicant is allowed to work in the UK before we employ them. You will therefore be required to provide evidence of your identity and right to work in the UK at interview.

Qualifications

Candidates will be asked to provide evidence of qualifications relevant to the role, and in accordance with the Person Specification at interview.

What will happen if you are offered the post?

Any offer of employment made will be subject to clearance of appropriate vetting checks in accordance with Keeping Children Safe in Education 2025.

Disclosure and Barring Service Certificate

You will be asked to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

Overseas checks

Individuals who have been a resident overseas for three months or more within the past five years or were resident overseas prior to the past five years and working with children or young people or were born overseas will be asked to apply for an overseas criminal record check and a "Letter of Professional Conduct" from the professional regulating authority in the country (or countries) in which they qualified/worked. The application process for criminal records checks or 'Letters of Professional Conduct' varies from country to country. The Home Office provides [guidance on applying for criminal records checks for overseas applicants](#).

We will also check:

- Whether you are barred from working with children in regulated activity, where relevant. It is a criminal offence for someone who appears on the Children's Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- Whether you have successfully completed a period of teacher induction;
- Whether you are prohibited from working in the teaching profession;
- Whether you are subject to disciplinary sanctions from the GTCE;
- Your qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training, if relevant; and

- That you are medically fit to undertake the role.

Childcare Disqualification

We are required to ensure that staff and volunteers are not disqualified under the [Childcare Act 2006](#) and [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#).

The regulations prohibit anyone who is disqualified under the regulations from providing early or later years childcare to children under 8 years; or being directly concerned in the management of such childcare.

A person may be disqualified through:

1. inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;
2. being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2018 regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation);
3. certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2018 regulations;
4. refusal or cancellation of registration relating to childcare or children's homes, or being prohibited from private fostering, as specified in Schedule 1 of the 2018 regulations.
5. being found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom.

The above list is a summary only and the full list of circumstances that disqualify a person are laid out in the [appendices of the Childcare Act 2006 statutory guidance](#).

The post you are applying for has been assessed as falling under the remit of the regulations. Therefore, we are legally obliged to make you aware that you will have a duty to report any relevant information (even if the information has been previously considered in relation to a DBS check).

Please note: A person will only be required to disclose cautions issued on or after 6th April 2007, or any youth cautions for a relevant offence issued on or after April 2013. **This does not apply to convictions which must be declared irrespective of date.**

False Information

Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.

Job Description

Post Title: **Headteacher**
School: **Crook Log Primary School**
ISR: **L19-L24**
Reporting to: **The Governing Body**



Main purpose of the job:

Working with Governors, the Headteacher will provide strong, strategic leadership of Crook Log Primary School, managing the school on a day-to-day basis, in order to provide the very best educational opportunities and outcomes for all its pupils.

Major Duties and Responsibilities:

1. Shaping the Future - Strategic Direction and Development

- Working with Governors, establish a strong vision, ethos and identity that unites the school community, ensuring that this is clearly articulated, shared, understood and effectively acted upon.
- In association with Governors and leaders, translate the vision into agreed objectives and operational plans which will build on the school's many successes and promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Work with all stakeholders to create a shared culture and positive, collegial climate for all. Ensure that strategic planning takes account of the diversity, values and experience of the school and wider community.
- Work with school leaders, staff and Governors to rigorously evaluate progress towards agreed objectives, targets and outcomes.
- Develop school policies and procedures that reflect the school's strategic direction.

2. Teaching and Learning

- Maximise the opportunities for all pupils through continuous school-wide focus on pupils' achievement, using data, benchmarks and scrutiny to monitor the progress of every child's learning.
- Ensure that a high-quality curriculum and excellent teaching is at the heart of strategic planning and resource management.
- Establish creative, responsive and effective approaches to teaching and learning, with a particular focus on the arts and STEM subjects.

- Work with school leaders and teaching staff to determine, organise and implement a diverse, flexible and relevant curriculum and an effective assessment framework.
- Develop and implement effective policies for ensuring that children's behaviour is appropriate and supportive to their own learning and the learning of others.
- Contribute to the development of a collaborative approach across the school to sharing good practice and improving the learning experience for pupils.
- Empower pupils to take an active part in their own learning and to take personal responsibility for improving their learning and educational experience.
- Establish a culture which promotes inclusion and aspiration within the school community and celebrates success and individual achievement.
- Challenge any underperformance and ensure effective action, support and review addresses any weaknesses.
- Build an effective partnership with parents and the wider community to support and enhance the achievement and personal development of all pupils.

3. Developing Self and Working with Others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Build a collaborative learning culture within the school and actively engage with external opportunities to further promote an effective learning community.
- Further develop and maintain effective strategies and procedures for staff induction, professional development and performance management, with a particular focus on the growth of middle leaders.
- Support the development of versatile, transferrable skills and attitudes to life-long learning and celebrate achievement.
- Develop and maintain a culture of high expectations for self and others and take appropriate action when required.
- Regularly review own practice and take responsibility for personal development.
- Ensure adequate provision to enable appropriate work/life balance for all.

4. Managing the Organisation

- Create a structure which reflects the school's values and enables the supporting systems, structures, and processes to work effectively in line with policy and legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school.
- Work in partnership with the leadership team in the management and deployment of staff in order to achieve the school's goals and priorities.
- Oversee the implementation of a robust performance management framework across the school, in line with policy and practice.

- Manage and organise the school environment effectively, further developing pupils' learning through the effective use of the school's surroundings.
- Work with the Governing Body on setting and using the school budgets to deliver high quality provision for pupils and to meet the objectives of the school development plan.
- Manage and monitor the agreed budget on a day-to-day basis ensuring effective administration, control and value for money and ensuring that all financial matters abide with financial regulations and audit requirements.
- Manage and organise the day to day use of the buildings and grounds so that they meet the needs of the curriculum and health and safety requirements.
- Promote and safeguard the welfare of all pupils in accordance with statutory guidelines and ensure that all staff are committed to and comply with the requirements.
- Ensure that the health and safety of all pupils and staff is promoted and maintained to a high standard at all times in accordance with the school's relevant policies and procedures.

5. Securing Accountability

- Develop a collective ethos in the school which enables everyone to work collaboratively, share best practice, celebrate success, feel empowered and accept responsibility for outcomes.
- Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed and are subject to robust and rigorous review and evaluation in accordance with statutory performance management policy and procedures.
- Provide timely, objective and high-quality information and advice to Governors that enables them to meet their statutory responsibilities.
- Present a clear, coherent and accurate account of performance to a range of audiences including Governors, parents and carers.
- Promote the status and ethos of the school to all stakeholders.

6. Strengthening Community

- Develop and promote a culture and curriculum which takes account of the richness and diversity of the community and celebrates difference.
- Create and promote positive strategies for challenging discrimination.
- Collaborate with other agencies to provide a holistic approach to the wellbeing of staff, pupils and their families.
- Create and maintain effective partnerships with parents and carers to support and improve the opportunities for all pupils and their communities.
- Co-operate with relevant agencies to ensure communities are safe environments where pupils and their families have opportunities to thrive.

The Headteacher will fulfil any such other requirements as are included in the conditions of employment of Headteachers, specified in the current School Teachers' Pay and Conditions Documents.

Person Specification

Post Title: **Headteacher**
School: **Crook Log Primary School**
ISR: **L19-L24**
Reporting to: **The Governing Body**



The Headteacher will be required to carry out the duties set out in the School Teachers' Pay and Conditions Document (as amended). The successful candidate will meet all or most of the following criteria:

Education/training/qualifications.	Essential or Desirable	Method of assessment
Honours degree	E	1
Qualified teacher status	E	1
Demonstrable commitment to professional and personal development	E	1,2,3
Successfully undertaken 'safer recruitment' training	D	1
Working towards, or achieved, NPQH	D	1
Experience		
Strong track record as a Headteacher / principal or a senior leader with significant leadership and management responsibility.	E	1,2,3
Has successful experience of teaching in a primary school.	E	1,3
Been successful in leading improvements in the quality of teaching, learning and provision in a school, including managing change.	E	1,2,3
Been successful in raising standards and closing gaps in pupil attainment.	E	1,2,3
Been successful in contributing to, promoting and maintaining an effective pastoral care system for both staff and pupils.	E	1,2,3
Effectively led a team of senior or middle leaders and distributed responsibility, while holding them to account.	E	1,2,3

Supported the successful development of middle leaders.	D	1,2,3
Helped develop a strong learning environment in a school for both pupils and staff.	E	1,2,3
Successfully managed a budget	E	1,2,3
Worked closely and effectively with parents to engage them in children's learning	E	1,2,3
Worked with the wider community to maximise the opportunities they bring to the school.	D	1,2,3
Worked with other senior leaders beyond their own school to enhance provision for pupils.	E	1,2,3

Knowledge, understanding and skills		
Able to think strategically, building and communicating a coherent vision for the school then inspiring, challenging, motivating and empowering the school community to take the vision forward.	E	1,2
The ability to motivate staff across all experience levels and develop cohesive, high performing teams.	E	1,2,3
Know how to create and embed an inspirational ethos and culture within the school, leading by example.	E	1,2,3
A deep knowledge and understanding of meeting the needs of children aged 4-11.	E	1,2,3
Secure knowledge of safeguarding legislation and implementation of systems and practice that ensure pupils' safety, good behaviour and wellbeing.	E	1,2,3
Show commitment to ensuring excellent provision for the academic, spiritual, moral, social and emotional development of all pupils.	E	1,2,3
Be able to engage efficiently and effectively with governors, understanding their role and responsibilities, so that school improvement is a priority and underpins their work in the school.	E	1,2,3
A good understanding of recent curricular and educational developments, including national assessments.	E	1,2
Understand how self-evaluation / quality assurance/ improvement planning and the appraisal process are linked and how these are used to address priorities and close gaps in attainment.	E	1,2

Know what outstanding teaching and learning looks like and how this can be achieved.	E	1,2
Able to access, analyse and interpret data and other information.	E	1,2
A thorough understanding of how to track and monitor pupil progress against starting points and age-related expectation.	E	1,2
Be able to develop a culture of professional learning for all staff so that they develop in their role and future leaders are identified and grown.	D	1,2,3
Know how to successfully manage change in key aspects of provision	E	1,2,3
Comprehensive understanding of financial management with a proven ability to optimise the use of resources to support successful learning.	E	1,2,3
Know how to improve the learning environment so that it extends and inspires learning.	D	1,2
Able to work effectively with a range of professionals and the public.	E	1,2,3
Personal attributes and competencies		
Be an excellent communicator, both in writing and verbally, with the ability to adapt communication according to the needs of a situation.	E	1,2,3
To have high levels of interpersonal skills in order to involve pupils, parents/ carers, staff and governors to achieve successful outcomes for pupils.	E	1,2,3
Able to foster an open and equitable culture, successfully managing any conflict.	E	1,2,3
Approachable, reliable, with presence and enjoys being highly visible to pupils and parents/carers.	E	2,3
Self-motivated and with good organisational skills and the ability to prioritise workload effectively.	E	2,3
Able to think both analytically and creatively to solve problems and make decisions based on sound judgement.	E	1,2,3
Demonstrates professionalism, loyalty and integrity.	E	2,3
Shows resilience and emotional maturity at all times.	E	2,3
Is committed to developing others to achieve success.	E	2,3

Method of Assessment

1. Assessed from written application.
2. Assessed from interview/tests.
3. Assessed from documentary evidence.

(E= essential, D=Desirable)