



CANDIDATE INFORMATION BROCHURE

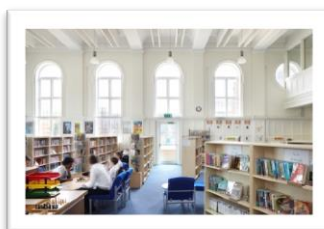


Richmond Park
Academy
To make our best better



Academies
Enterprise Trust
To make our best better

To inspire young people to make their best better



June 2017

Dear Candidate

Welcome to Richmond Park Academy and thank you for your interest in our school. Richmond Park Academy, a co-educational secondary school in Richmond upon Thames, opened in September 2010 and is part of Academies Enterprise Trust (AET), the largest nationwide, multi academy sponsor in the country.

AET are a national network of 66 primary, special and secondary academies. We are passionately committed to inspiring children and young people. We firmly believe that all young people deserve to become world class learners - to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Richmond Park Academy recently enjoyed a £10m refurbishment and has an exciting future. This appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours faithfully

Paul Mundy-Castle
Principal

Richmond Park Academy

Richmond Park Academy (RPA) is situated in East Sheen, close to Richmond Park, which is the largest of the capital's eight Royal Parks and the biggest enclosed space in London. Richmond, Kingston and the West End are all between 15 and 30 minutes journey from the school and our proximity to central London means that students can benefit enormously from the vast range of social, cultural, sporting and academic opportunities that we are able to access. Our student body is diverse, exciting, and talented - and the same is true of our staff. We put huge emphasis on professional development, much of it in-house, and are proud of the high number of good and outstanding teachers who work in our school. We are also noted for our 'can do' attitude. We are keen, always, to encourage new and/or young staff to make their mark as soon as they are ready.

Many targets have been achieved on the road to achieving our goal of becoming the preferred secondary school choice in our local area. Incoming cohorts are now at healthy numbers and forecast results for upcoming years are looking strong. We are looking to deliver consistent results that accurately reflect the skills and commitment of teachers and students alike and we want those results to ensure that RPA becomes the school of choice for all local parents. Many in this affluent area take the independent route. Our challenge is to compete and deliver a compelling alternative.

The school completed a £10m rebuild and refurbishment programme, including the introduction of a 6th form, in 2014. Our Year 7 base, the Acorn, is innovative and very effective in ensuring a smooth transition for Year 7s into the academy. Our 2012 Ofsted reported that we were a "good" school in all categories. The inspector wrote: "Leaders and managers share a commitment to drive up standards, provide a broad and sturdy foundation for students' future well-being and establish the academy as the school of choice within its locality."

For us, balance is key. Students are encouraged to participate in as many different activities as possible and make the most out of their time with us. We are very proud of our extensive and free extra-curricular activities which are challenging, varied but inclusive. The wide range of student backgrounds - socio-economic, ethnic and academic - is a reason for the schools investment in spiritual, moral, social and cultural development (SMSC) and extra curricular opportunities. We consider this approach to be a huge strength of the school. Those considering higher education have frequent opportunities to visit a range of redbrick and Russell Group universities. In addition, whilst we are focused on good behaviour and standards we are also a happy school. A core part of our ethos, encapsulated in our RPA pledge, is kindness. This is a fundamental part of our teaching. RPA sends kind and well educated young people out to further education or the world of work and we are proud of that balance.

If you would like to be a part of our journey, please visit our website for more information and details of how to apply.



Job description

Job Title: Deputy Principal

Responsible to: Principal

Purpose of the role

- The Deputy Principal will have overall responsibility for the Quality Assurance of all of our internal processes, working closely with the Principal to ensure that rigorous accountability structures offer appropriate support and challenge.
- The Deputy Principal will share in the leadership and the corporate responsibility of the school and assist the Principal and Management Board in ensuring high quality education and outcomes for all students, continuous Academy improvement and ongoing staff development.
- A key responsibility in this role is to develop the quality of teaching and learning, assessment and intervention to enable students to make rapid and sustained progress.
- The Deputy Principal will take full responsibility for leading and managing significant aspects of the Academy as directed by the Principal. These areas will be negotiated with the successful candidate.

Key responsibilities

Leadership and Management

- To take an active role in the leadership team to realise the vision for the Academy and lead on designated whole Academy responsibilities.
- To fully support whole Academy policy decisions, contribute to their establishment and initiation and sustain their implementation and review
- To work with the Principal on the organisation and day to day running of the Academy
- To support and contribute to the process of writing, implementing, evaluating and reviewing the annual Academy SEF and Improvement Plan
- Line management of other Senior and Middle Leaders and other staff as designated by the Principal

Curriculum

- To work with the Principal to strategically drive the development of a broad and rich curriculum that meets the needs of all learners, ensuring continuity and progression
- To ensure that the curriculum vision for the school is clearly articulated, shared, understood and acted upon effectively by all stakeholders
- To ensure effective planning, documenting and evaluation of the curriculum in all subject departments and key stages.

Assessment, Recording and Reporting

- To keep abreast of and interpret relevant national, local and school data, research and inspection evidence to inform policies, expectations and targets
- To ensure that challenging targets are set for subjects, individuals and students
- To oversee assessment within the curriculum including baseline and evidencing progress for key groups of students and individuals
- To support a consistent and continuous Academy wide focus on student achievement, using data and benchmarks to monitor and track progress and embedding a cycle of assessment, analysis, intervention and review; with a particular focus on closing the gap for disadvantaged students
- To streamline the use of data within the Academy to drive school improvement and ensure high standards for all
- To identify effective strategies for raising the attainment of key groups of students and work with staff to implement and evaluate
- To lead on the Academy's assessment processes and systems including examinations
- To ensure that parents/carers and students are well-informed about the curriculum, attainment and progress and are able to understand and contribute to targets for improvement

Learning and Teaching

- To be a consistently outstanding role model and play a major role in the development of high quality teaching and learning throughout the Academy
- To line manage the heads of academic faculties and oversee their work in maintaining high standards of teaching, learning and achievement

- To work with the Principal to ensure the ongoing monitoring and regular evaluation of the quality of teaching and learning across the Academy
- Identify, plan and deliver appropriate CPD in order to develop staff across the Academy and ensure compliance with relevant legislation/guidance.
- To maintain a modest teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment

The Leadership and Management of Staff

- To be responsible for the line management and performance appraisal of specific subject leaders and support staff as directed by the Principal.
- To participate in the recruitment and development of teaching and non-teaching staff of the Academy
- To contribute to the development of a positive learning environment through good leadership by ensuring positive staff participation, effective communication and procedures
- To provide professional advice and support and identify training needs as appropriate

Relationships

- To contribute to the fostering of positive relationships across the Academy's community
- To advise and assist the Management Board as required in the exercising of its functions including attending meetings and making reports
- To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education and wellbeing
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments
- To develop and maintain positive links and relationships with the community, local organisations and employers

Class Teacher Responsibilities

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document
- To carry out the duties of a general class teacher as detailed in the Academy's class teacher job description, and to model and share exemplary practice through your own classroom teaching

General Areas of Responsibility shared by all members of the Leadership Team

Internal Organisation, Management and Control of the Academy contributing to:

- Maintaining and developing the ethos, values and overall purposes of the Academy
- Formulating the aims and objectives of the Academy and policies for their implementation
- Leading and participating in activities for quality assurance and self-evaluation
- Contributing to planning improvement which will translate Academy aims and policies into actions
- Implementing AET policies on equal opportunity issues for all staff and students in relation to protected characteristics
- Contributing to the efficient organisation, management and supervision of Academy routines

Curriculum Development contributing to:

- The development, organisation and implementation of the Academy's curriculum
- Academy policies on curriculum, teaching and learning, assessment, recording and reporting
- Ensuring that the learning and teaching provided by different faculties and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
- Ensuring that information on student progress is used to improve teaching and learning, to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers and to aid members of the Management Board in their governance of the academy
- Ensuring the continuity of learning and effective progression of achievement for all groups of students including those who are disadvantaged and those who are identified as SEND

Student personal development and well-being contributing to:

- A strong culture of safeguarding across the Academy
- The development, organisation and implementation of the Academy's policies for the personal and social development of students including pastoral care and guidance
- The effective induction of students who are new to the Academy

- The determination of appropriate student groupings
- The promotion among students of high standards of conduct/discipline
- The development of a culture of independent learning and enjoyment of learning

Other duties

- Proactively support the activities, reputation and successful outcomes of the Academy.
- To identify innovative ideas for resources through internal and external research.
- Manage and chair Middle Leaders meetings and attend other meetings and conferences, both in and out of the Academy, as appropriate
- Ensure the development and maintenance of a professional and collaborative culture which demonstrates loyalty and integrity towards Academy leaders
- The post holder will be expected to comply with any reasonable request from the Principal to undertake work commensurate with the level of responsibility that is not specified in this job description.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCED BY
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Teaching			
Qualified teacher status	✓		Application
Honours degree or equivalent	✓		Application
Evidence of further study		✓	Application
Experience of success			
A minimum of 3 years' experience as an Assistant or Deputy Head teacher	✓		Application
Leadership of curriculum innovation including curriculum planning and modelling	✓		Application/Interview
Successful leadership of managing change and sustained improvements at a whole school level	✓		Application/Interview
Demonstrable experience of raising standards	✓		Application/Interview
Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching	✓		Application/Interview
Making critical use of data to promote student achievement	✓		Application/Interview
Leading and developing outstanding practice and using coaching and mentoring as tools for developing staff pedagogy	✓		Application/Interview

Leadership and Management			
The ability to be creative and innovative and translate values and vision into policy and practice	✓		Application/Interview
Ability to lead, coach and motivate staff within a performance appraisal framework, including professional development and effective management of underperformance	✓		Application/Interview
Ability to develop the leadership skills of others	✓		Interview
A commitment to raising standards and evidence of where this has been achieved	✓		Application/Interview
Evidence of excellent people management skills	✓		Application/Interview
Excellent organisational and planning skills	✓		Application/Interview
Professional Skills and Knowledge			
An effective team player, but can think and work independently	✓		Application/Interview
Able to motivate students and staff	✓		Interview
Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems	✓		Interview
Knowledge of effective student assessment and monitoring methods, as ways of raising achievement	✓		Application/Interview
Understand the use of target setting and data analysis as tools for school improvement	✓		Application/Interview

Commitment to undertaking personal and professional development	✓		Application/Interview
Experience of whole school timetabling		✓	Application
Enthusiastic and ambitious	✓		Application/Interview/
Excellent written and verbal communication skills	✓		Application/Interview
Ability to manage difficult situations	✓		Interview
Ability to skilfully manage and maintain effective working relationships with parents/carers and other stakeholders	✓		Interview
Excellent planning and organisational skills and the ability to prioritise in order to meet deadlines	✓		Application/Interview
An effective decision maker	✓		Interview
Strong interpersonal skills,	✓		Interview
Able to work under pressure and meet deadlines	✓		Application/Interview
Confident use of IT	✓		Application
Evidence of a commitment to promoting the welfare and safeguarding of children and young people	✓		Application/interview

- Successful candidate will be subject to an enhanced Disclosure and Barring Service Check
- Evidence of right to work in the UK will also be required

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 66 schools (Primary, Secondary and Special) across England.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.



Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have to access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

Staff Benefits



Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.