

HABERDASHERS'
ASKE'S FEDERATION

THREE SCHOOLS
ONE VISION

Primary Deputy Head
Executive Talent Acceleration Programme



Executive Talent Acceleration Programme (ETAP) Primary



Dear Applicant

Thank you for your interest in considering our Executive Talent Acceleration Programme.

This programme is designed to provide the successful applicant with up to two years senior leadership experience along with a professional senior leadership-training package that will draw upon the breadth of experience we can offer as a Federation of all-through academies. The expectation is that on completion of the programme the applicant should be ready to transition into a Primary Deputy Headship and rapidly thereafter to Headship.

This opportunity would suit a senior middle leader or an existing Assistant/Deputy head who is seeking to broaden and strengthen their leadership experience within a Federation of schools that currently provides education for over 5000 children across all phases from nursery to post 16. The successful candidate would take up the position of Primary Deputy Head within Crayford Academy.

As one of England's leading Federations, we believe it is important to recruit talented individuals who share our vision to be the provider of exceptional education for all our children. We firmly believe that living the distinct Haberdashers' ethos has paved the way for our long lasting success, maximising EYFS, Phonics, KS1, KS2, GCSE and A Level results, enthusiasm for high performance plus continuous improvement; and a culture of teamwork and open communication.

Our commitment to the importance of learning extends to all our staff, we are genuinely a learning organisation. We know that the success of our schools depends upon the quality of the people working within them and that attracting and keeping the best talent is the most effective way to advance a successful federation, so we are committed to investing in you and your future, offering a competitive remuneration and benefits package, providing learning and development opportunities and career promotion.

If you are ambitious to lead a school and are hungry to undergo the development needed to be successful in that role, if you have the skills, abilities and vision that will complement and exceed the strategic plans of the federation; and become an ambassador of our brand, then we would like to hear from you.

Please read through this job application pack, and once you have completed your application form email it to Lauren Exford, HR Administrator (l.exford@haaf.org.uk) by **22nd March 2017, 12:00pm**.

Good luck with your application.

Richard Farrow
Principal

The Executive Talent Acceleration Programme

Our Federation is offering this programme because we believe that the role of school leader is an incredibly important one, and preparation for success in this field cannot be left to chance. We have developed a very clear view about what it means to be a successful school leader and have been actively developing our school leadership programme for a number of years now. This new programme represents a significant investment on behalf of the Federation in developing new talent. We are looking for a small number of people who have what it takes to be head teachers in the very near future. You must have the ambition and desire to make a real difference working in south-east London and to see the opportunities that arise from the challenges you will face. You will be a reflective practitioner; adept at managing yourself and in seeing the learning in the opportunities you will be presented with through this programme.

We will offer you the opportunity to develop the skills, qualities and characteristics to successfully lead a school in a community like ours, to ensure the success of children irrespective of the disadvantages they may face as a result of their backgrounds. A central component of the programme is the opportunity to lead a significant whole school improvement project where you will be supported and coached to achieve the best possible outcomes and to draw all the learning from the successes and challenges you face along the way. In addition the programme outline offers: -

- Whole school work across all phases from early years to post 16
- Coaching from the Chief Executive Officer and the principals
- Career Guidance on route towards a deputy headship or a vice-principal post
- Training from leading practitioners
- Work placements at other schools within the federation
- Opportunities to study for a master's qualification or other recognised equivalent post graduate qualification
- Action research projects

Suitability

This programme would suit a senior middle leader or an existing assistant head or assistant principal who is seeking an opportunity to broaden and strengthen their leadership capacity or an experienced head of a large department or phase. You must be able to demonstrate a proven track record with evidence of the positive impact within your school.



Job Description

| | |
|------------------------|--|
| Post title | Primary Deputy Head Executive Talent Acceleration Programme |
| Academy | Haberdashers' Aske's Crayford Academy |
| Grade | L3 - L7 (£44,151 - £48, 488) |
| Responsible for | TBA |
| Responsible to | Head of Primary Phase |

• Summary of the overall purpose of the job

To work with the Senior Leadership Team to ensure the quality of teaching is outstanding, that the school's curriculum is fit for purpose and to lead on whole school initiatives or phase.

• Key responsibilities and objectives of the job

In the nature of this role, the precise responsibilities will be developed according to the development needs of the individual and the needs of the College/Academy at the time of appointment. However, the responsibilities will include the following:

- To assist in quality assuring the implementation of the Federation assessment system
- To lead on whole school initiatives or phase e.g.
 - Professional Learning
 - Pupil Premium Impact
- To contribute to the academy's Quality Assurance programme, including lesson observations, work scrutiny, progress data and the sharing of good practice throughout the academy
- To impact positively on the quality of teaching across the academy
- To assist in quality assuring department self-evaluation and action planning processes
- To work with the Vice Principals in ensuring that the learning environment throughout the College/Academy is conducive to and in keeping with our high expectations
- Develop external links and partnerships, working with the academy Careers and Transition

Coordinator to ensure students have a smooth passage between all key stages

- To liaise with and to develop the work of the Parents' Associations
- To undertake any duties as may reasonable be required by the CEO and Principal

This job description will be subject to reasonable review

Person specification

| Criteria | E S S E N T I A L | D E S I R A B L E | HOW IDENTIFIED AND ASSESSED AP = Application AS = Assessment I = Interview P = Presentation R = References |
|--|--|--|--|
| Education/qualification and training | | | |
| • Qualified teacher status | ✓ | | AP |
| • Post graduate level qualification | | ✓ | AP |
| Knowledge/skills | | | |
| • High quality teaching skills | ✓ | | AP/AS/I/P/R |
| • Commitment to their own spiritual formation and that of pupils | ✓ | | AP/AS/I/P/R |
| • High expectations of pupils learning and attainment | ✓ | | AP/AS/I/P/R |
| • Strong commitment to school improvement and raising achievement for all | ✓ | | AP/AS/I/P/R |
| • Ability to build and maintain good relationships | ✓ | | AP/AS/I/P/R |
| • Ability to remain positive and enthusiastic when working under pressure | ✓ | | AP/AS/I/P/R |
| • Ability to organise work, prioritise tasks, make decisions and manage time effectively | ✓ | | AP/AS/I/P/R |
| • Empathy with children | ✓ | | AP/AS/I/P/R |
| • Good communication skills | ✓ | | AP/AS/I/P/R |
| • Good interpersonal skills | ✓ | | AP/AS/I/P/R |

| | | | |
|---|---|---|-------------|
| • Stamina and resilience | ✓ | | AP/AS/I/P/R |
| • Confidence | ✓ | | AP/AS/I/P/R |
| Experience | | | |
| • Successful experience of team leadership, either at senior middle leader level, or as an existing senior leader | ✓ | | AP/AS/I/P/R |
| • Ready to rise to the next challenge in their professional development and is ambitious in looking to progress to headship | ✓ | | AP/AS/I/P/R |
| • Energetic, enthusiastic and possesses a 'can do' attitude to work | ✓ | | AP/AS/I/P/R |
| • Proven resilience and is able to remain calm under pressure | ✓ | | AP/AS/I/P/R |
| • Finds solutions to difficult problems / issues | ✓ | | AP/AS/I/P/R |
| • Positive role model for all staff and pupils | ✓ | | AP/AS/I/P/R |
| • Can make a positive contribution to the ethos of the school | | ✓ | AP/AS/I/P/R |
| • Determined to provide challenge in order to raise standards and tackle complacency where it is seen to exist | ✓ | | AP/AS/I/P/R |
| • Experience of leading and planning whole school initiatives | | ✓ | AP/I/R |
| • Can provide evidence of successful collaborative work | | ✓ | AP/I/R |
| • Experience of leading/co-ordinating professional development opportunities | | ✓ | AP/I/R |
| • Is excited by change and able to turn innovative thinking into practical and successful management | | ✓ | AP/I/R |
| • Good understanding of the curriculum at all stages | ✓ | | AP/I/R |
| • Excellent organisational and communication skills necessary to engage all stakeholders | ✓ | | AP/I/R |
| • Successful delivery of enrichment programmes e.g. CCF, Sport, Music, DoE etc | | ✓ | AP/I/R |

Pointers on how to complete a personal statement

It is very important that you tailor your personal statement for the specific job you are applying for. Highlighting measureable achievements whether they are in paid employment or voluntary work. Below are some tips for you to use when completing a personal statement.

- ✓ Relate your work experiences, skills, voluntary work and training to the essential and desirable criteria of the person specification.
- ✓ Use headings, paragraphs and spacing.
- ✓ Provide measurable examples of achievements:
e.g. Increased pupils attainment of A* grade in GCSE French by 20%.
e.g Increased efficiency by 25% while saving over £10k from the original budget.
- ✓ Get straight to the point: avoid lengthy descriptions and make your statement punchy and informative.
- ✓ 2 sides of A4
- ✓ Read your profile out loud to ensure it reads naturally.
- ✓ Spell check your statement.
- ✓ Use bullet points and active verbs

X Do not copy and paste your CV into the supporting statement

X Do not mix first and third person sentences

About Haberdashers' Aske's Federation

Background

Haberdasher's Aske's origins derive from the Haberdashers' Company, which was originally responsible for the regulation of cloth merchants; and is one of twelve great Livery Companies of the City of London. In the sixteenth and seventeenth century's four successful members of the company: Thomas Aldersey, William Jones, William Adams, Robert Aske, left bequests to provide schools and almshouses in England.

For more information on the Haberdashers' Company please see:

www.haberdashers.co.uk

Our Founder



Robert Aske bequeathed a sizeable estate, the equivalent of £60m today, to The Haberdashers' Company, upon which schools were built, in areas such as New Cross in South East London, and Elstree in Hertfordshire.

Haberdasher's Aske's Hatcham College was established in 1875.

Robert Aske
1619-1689

The Haberdashers' Aske's Federation Today

Haberdashers' Aske's has been a hard federation since 2005 and formed into a multi-academy trust in 2013, which means it has a shared governance structure which provides a basis for extensive school to school partnership, between Hatcham College, Knights Academy and Crayford Academy.

The schools in turn retain their independence such as keeping their own unique reference number, co-ordinating their own resources, managing their own budget and retaining their own admission arrangements.

Schools within a federation are inspected separately. However it is possible for the Ofsted Inspection Team to inspect schools at the same time in order to evaluate the work of the federation properly. The Executive structure of Haberdashers' Aske's Federation consists of a Chief Executive Officer, who supports the Federation on a day to day basis, and has overall accountability for the strategic direction of the Federation. In each of the schools the Principal is responsible for the operations and performance outcomes of their respective schools. Support services such as Human Resources, Finance, Performance, ICT, Facilities and Project Management have devolved functions to each of the schools.

As a Federation of academies we are directly funded by the Department for Education, and have no direct accountability to local education authorities. This beneficial status means that we can work in partnership with private sponsors – whether they are individuals or organisations.

As well as working with our original sponsor – Haberdashers' Company, we have also forged a partnership with the Temple Grove Schools Trust in bringing qualities of success to younger students in all of our primary schools.

Our Schools

The Federation has grown since 2005 acquiring several local primary and secondary schools. Since then we have grown to become three all-through Academies (3-18 years):

Federation Curriculum Principles

The vision statement for the Federation sets out our values, what we aim to achieve and the ethos that we create in order to meet those aims. Fundamental within this vision is the curriculum on offer within our schools. We recognize that this curriculum predominantly comprises the taught curriculum that takes place within lessons, but that the influences that shape young people's lives whilst they are with us are much wider than this taught curriculum. Principally the wider experience of our young people encompasses the enrichment curriculum as well as what we might consider the cultural curriculum, that is to say the way our schools are structured, the expectations we have of young people and overall the climate within our schools. The principles set out in this document should be applied to all aspects of the curriculum on offer to young people as set out above.

We describe our Federation as being "Three schools, one vision". At the outset of our vision statement we say that the Federation comprises three all-through schools, each at the heart of its community. This being the case, in building the curriculum in each school we recognize that each one serves a different community and so in considering how we approach our curriculum we need to be mindful of the differences as well as the similarities between these communities. We need to ensure that this curriculum is tailored to meet the needs of the communities each all-through school serves. However as a Federation with a common vision we must ensure that we apply the same defining principles in constructing the curriculum in each school.

The purpose of this statement is to set out these defining principles which we may evaluate our curriculum and use to inform any future decisions about the curriculum.

Our Statement of Curriculum Principles

Our vision statement says that we value aspiration and achievement; our aims include our aim that all our children and young people are able to achieve their full potential personally, academically and socially and our ethos says that we wish to provide a curriculum that is stretching, relevant and gives each student with the opportunity to excel. These elements of our vision provide the broad framework for our curriculum principles.

The Principles

1. The curriculum in each of our all through schools will be tailored to the needs of our community and will set the highest aspirations for our children and young people. It will encompass a truly all-through experience where those pupils who are with us from 3 – 18 will experience a seamless curriculum designed to ensure that every pupil makes optimal progress each year they are with us with no transition gaps or delays. We recognise that at least half of our year 7 population joins us from other primary schools and so our curriculum for pupils in year 7 and throughout key stage 3 will concentrate on ensuring no pupil is disadvantaged by their previous experience.
2. We believe that it is essential that all children acquire mastery of reading, writing and mathematics in order to be successful in their education and in life. This is a core principle in the design of our curriculum.
3. We regard the notion of transferrable skills as redundant and believe that the foundations of successful learning lie in the successful acquisition of knowledge, where knowledge is not only knowing things but knowing how to do things
4. Our curriculum should allow for children of different abilities and aspirations to make excellent progress towards the learning goals that are most suitable for them. Where the curriculum is differentiated it is differentiated in order to accelerate the progress of those that have fallen behind it is not a means to lock in low achievement, we do not accept that anything other than the highest aspirations are appropriate for each individual.
5. Finally we aim for all our pupils to leave school being equipped to take their place as successful members of the community they join as adults. Our curriculum recognises it is essential for every pupil's achievement in formal qualifications to be maximised, but that their life chances rest on far more than a set of qualifications. Our curriculum will also prepare them with the character and personal attributes to become successful adults in both the local and global communities

Benefits package

The benefits listed below are indicative of the total benefits package and other terms and conditions apply.

| Benefits | Details | Further Information |
|--------------------------|---|--|
| Pension Scheme | <p>Teachers and Lecturers are eligible to join the Teachers' Pension Scheme</p> <p>All other employees are eligible for Local Government Pension Scheme</p> | <p>Teachers' Pension Scheme includes: a tax free lump sum, ill health benefits, lump sum payable to dependents upon death, early retirement option. For more information this can be obtained via: https://www.teacherspensions.co.uk/</p> <p>Local Government Pension Scheme includes a range of benefits such as: an indexed linked pension, a tax free lump sum, ill health benefits, immediate death cover, widows/widower's registered civil partner's pension, nominated partner's pension, children's pension.</p> <p>For more information visit: http://www.lgps.org.uk/</p> |
| Child Care Vouchers | <p>Childcare vouchers can be used for a variety of childcare facilities such as: home-based care, pre-school care and care for older children</p> | <p>Vouchers can be used if your child is aged between 0-16 years. The cost is deducted from your salary before tax and NI and can save you money.</p> <p>You will also have the opportunity to access the:</p> <p>Family Advice Line and Childcare Advice Line both are free and confidential and can provide you with support and information on a wide range of issues that affect families and parents.</p> <p>For more information go to: http://www.childcarevouchers.co.uk</p> |
| Ride to Work Scheme | <p>Scheme allows staff to obtain substantial discounts via tax allowances for the purchase of a bike used to travel to and from work.</p> | <p>You make 12 monthly rental payments from your gross salary via payroll</p> <p>More details can be obtained from: http://www.evanscycles.com/ride2work</p> |
| Computer Purchase Scheme | <p>The Federation offers the opportunity to purchase</p> | <p>Under the scheme, employees pay for a laptop or PC over three-years, via "salary sacrifice", where</p> |

| | | |
|-------------------------------------|--|---|
| | computer or computer equipment such as PC, Laptop, printer at a competitive price | the cost is deducted monthly before tax and national insurance |
| Bursaries | Each year all employees are given the opportunity to apply for bursary. | The main criteria for awarding the bursary is quite open but the main requirements is that it is used to improve teaching and learning and is of clear benefit to the Federation. |
| Hospitality | Free lunch is provided to employees on specific days | Last day of the academic year, Open Days, Assessment Days and CPD Days |
| Sabbatical Leave | The Federation will support employees to take sabbatical leave for a period of no more than one academic year | Only one sabbatical place, in any one academic year is available within the Federation. Qualification for this benefit is dependent on length of service. |
| Qualification Support | Professional Development is encouraged and we pride ourselves on assisting our staff to gain additional professional qualifications | Financial help is provided to assist with course fees; as well as time off to attend training sessions and exams. |
| Continuing Professional Development | CPD is a combination of approaches that benefits professional development and enables you to obtain career satisfaction | Investors in People (IIP) described Haberdashers' as 'the best CPD scheme encountered in an educational context'. All employees have full access to this programme |
| Annual leave | Teachers: all days in which the federation is closed is treated as annual leave All other employees: 25 days annual leave, plus 8 public holidays | Non-teaching employees: Please note that annual leave must be taken when the Federation is closed or by arrangement of line manager. The holiday year is from 1 September to 31 August |
| Sport and Fitness | Crayford Academy has a sports complex/gym available to employees | <ul style="list-style-type: none"> - Free of charge Gym - Sports hall – badminton, football, volleyball, cricket nets and netball) - MUGA Court (not floodlit) |

Haberdashers' Aske's Crayford Academy

Crayford Academy, formerly Barnes Primary School, joined the Federation in 2009. Unusually this Academy opened as a Primary School and has grown through the years to become a 3-18 all through school. In 2014 Crayford Academy expanded further with the addition of Crayford Temple Grove North Campus, the former Slade green junior school. In September the Academy opened its sixth form as the first cohort of secondary students reached Year 12.

At Haberdashers' Aske's Crayford Academy we provide an exciting and innovative model for education within the community that we serve, with broad appeal to parents and pupils alike. Offering education across all key stages which has consistently been judged as "Good" by Ofsted, most recently in December 2014. We are oversubscribed at all points of entry, and our first GCSE cohort significantly exceeded expectations of them bases upon the childrens key stage 2 results.

Facilities all contribute to ensuring we deliver and education for character, a feature of all the Haberdashers' Schools that is part of our DNA. We have a dynamic staff structure, intent on raising standards for our pupils, developing them as lifelong learners and providing opportunities to enable them to succeed in their chose paths in life.

We take a comprehensive mix of children and expect nothing less than the highest personal goals for each pupil. Where pupils are disadvantaged, we expect them to make rapid progress to catch up with their peers. Our focus is to ensure each child we teach can read, write and do mathematics to a good standard in order to be successful in their education and life. As part of our strategy ensuring an education for character there is an emphasis on the provision of music and opportunities for our pupils to engage in the Duke of Edinburgh aware scheme and debate mate, amongst a range or other initiatives. Our dedicated Careers and Destinations Co-coordinator works closely with all pupils to ensure they have secured an appropriate post 16 pathway for further success.

Recruitment process

You should apply for the post using the application form provided, please do not submit additional information or a CV. In section 9 please can you specifically address the question – What makes you a good candidate for the role of Primary Headteacher?

Once you have submitted your application, it will be assessed against the criteria's in the person specification. If you attain high scores you will then be invited to attend an interview assessment. These are divided into two sections: teaching positions and non-teaching positions.

Teaching vacancies

1. Biographical and competency based interview
2. Classroom observation
3. Visit around the school
4. Psychometric Assessment

References

Before you are invited to attend an interview, the HR Department will obtain references from your referees. In order to prevent a delay ensure that the reference section of the application form is accurate and completed in full.

Right to work in the United Kingdom

Section 8 of the Asylum and Immigration Act 2006, makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview you will be asked to produce original and up to date documentary evidence of your right to work in the United Kingdom. To find out more about acceptable documents visit:

<http://www.ukba.homeoffice.gov.uk/>

Data Protection

Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. We will consider that by signing and submitting your application form you are giving consent to the processing of your data.

Special requirements

If you require reasonable adjustments prior to your interview, these can be arranged by contacting Lauren Exford, HR Administrator via crayfordhr@haaf.org.uk and where practical we will support your request.

Criminal Convictions

All education establishments in the United Kingdom are exempted from the Rehabilitation of Offenders Act 1974. In practice this means that all applicants must inform on all spent and unspent criminal convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the HR Department before employment can commence.

For more information see: www.disclosure.gov.uk

Equality and Diversity

We recognise the benefits of a diverse workforce such as ideas and talent. We are committed to eradicating discrimination in the workplace; and becoming an employer of choice

Declaration

By submitting an application you declare that the information given in your application, interview and any pre-employment check is accurate. If false information has been provided or is found to be untrue the job offer may be withdrawn, or if once in the post the disciplinary action may be taken against you which may result in a dismissal for gross misconduct.

Visiting the school

If you are successfully shortlisted to attend an interview you will be given the opportunity to have a tour of the school.

Feedback

Haberdashers' Aske's is committed to continuous improvement and welcomes feedback from applicants at all stages of our recruitment p

Our Locations

Haberdashers' Aske' Crayford Academy & Crayford Temple Grove – South Campus

Iron Mill Lane
Crayford
Bexley
DA1 4RS
Tel: 01322 402 180

Haberdashers' Aske' Crayford Academy Crayford Temple Grove – North Campus

Chrome Road
Slade Green
Erith
DA8 5EL



428, 492, 96
Slade Green 89



Crayford and Slade Green

Haberdashers' Aske's Federation
Pepys Road
London
SE14 5SF
Tel: 0207 652 9500
Fax: 0207 652 9520
Email: hradmin@haaf.org.uk
Website: www.haaf.org.uk