



HABERDASHERS' ASKE'S

# KNIGHTS ACADEMY



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## 2018-19 CURRICULUM DIRECTOR (ENGLISH) RECRUITMENT PACKAGE

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AN ALL THROUGH  
3 - 18 ACADEMY

[www.haaf.org.uk](http://www.haaf.org.uk)



## From the Principal

Dear Candidate

Thank you for your interest in the post of Curriculum Director (English). This is an exciting opportunity for an existing or aspiring head of English to embark on a new role, taking the delivery of English one step further in the academy and, as part of a Curriculum Directors' leadership team, across the Federation.

As Curriculum Director (English), you would take on the leadership of a large and multi-layered department. You would be expected to lead your team to establish creative, responsive, and effective approaches to learning and teaching. You will be dedicated to utilising the ideas and skills of those in your team so that the English department progresses and its students thrive. We are looking for an exceptional English practitioner who can use their experience, extensive subject knowledge, and vision to get the best from their team and deliver high quality outcomes for our students.

As a senior member of staff, you would be expected to contribute to the overall leadership and management of the school and be active in promoting its aims, and supporting an ethos that promotes academic achievement and outstanding teaching and learning. You will form part of the new Curriculum Directors' Group within your school and across the Federation, and here you will work with like-minded colleagues on exciting new ideas and initiatives to develop an outstanding and innovative curriculum.

Knights Academy is a vibrant, diverse school community with a relentless focus on high expectations and aspirations. The academy opened in 2005 and, with the addition of a primary phase in 2010, subsumed two very low-attaining local authority controlled schools to become a large all through 3-18 Academy. We serve the families of the local community in the London Borough of Lewisham and since 2005 we have been on a trajectory of rapid improvement. We strive for excellence in all that we do, whether that is standards of academic attainment, presentation, or behaviour.

The Federation currently comprises three all-through schools and one free primary school, which totals over 5,000 students and 600 staff. The scale of expertise and leadership across our Federation gives us enormous capacity. It is this capacity that has resulted in the success of the Federation, and it is this capacity that allows us to mount new ventures and allows our staff to take on new opportunities and rapid development trajectories.

Our school and our Federation is a uniquely exciting place to be and I hope that you decide to join us in our current phase of rapid development and growth.

Dr Tesca Bennett  
Principal  
Haberdashers' Aske's Knights Academy



## From the Chief Executive

### A message from the Chief Executive

A very warm welcome to Haberdashers' Aske's Federation. We are a Multi-Academy Trust of three secondary schools and five primary schools organised as three all-through 3-18 academies and a primary free school:

Haberdashers' Aske's Crayford Academy

Haberdashers' Aske's Knights Academy

Haberdashers' Aske's Hatcham College

Hatcham Temple Grove Free School

Our schools are in the London Boroughs of Lewisham and Bexley and educate over 5,000 children and young people in south-east London. All our schools have a single vision and ethos and are committed to valuing tradition, as well as progress, and promoting excellence in every area of school life, and to ensuring every student in our care fulfils their potential. We have a strong ethos based on mutual respect and responsible behaviour.

Our Principal Sponsors, the Worshipful Company of Haberdashers, take a keen interest in the welfare and progress of our students and are extremely generous with their support and expertise.

### Being part of a Multi Academy Trust

Our Federation brings together primary and secondary schools in an innovative and ambitious way. United by a single Trust Board, Chief Executive, Finance Director and Director of Performance, our three allthrough school clusters are autonomous schools with their own Principals and senior leadership teams.

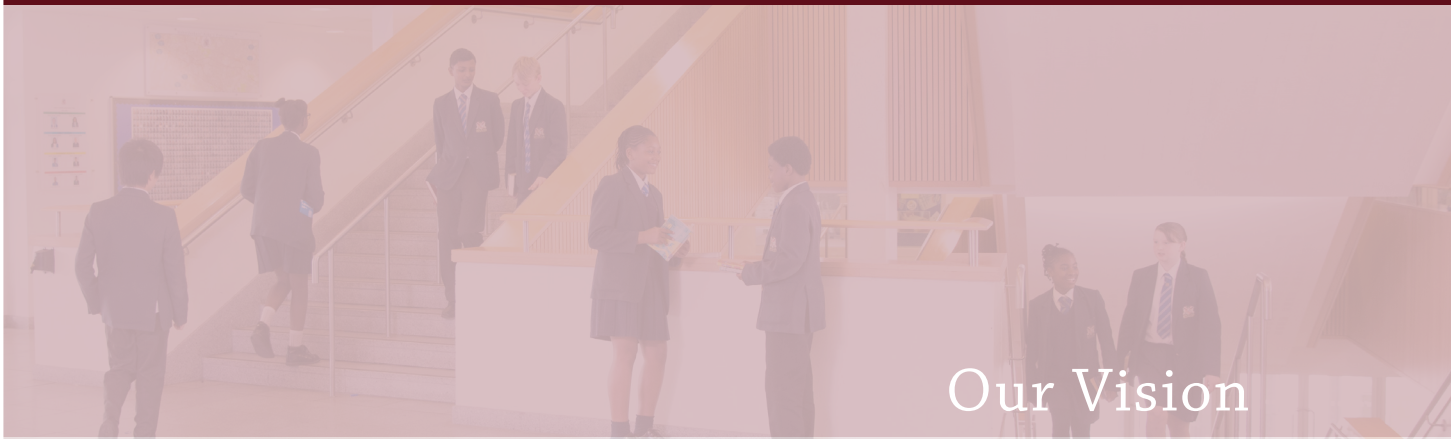
At the same time, links develop at every level and in every area of school life. There are excellent opportunities for sharing resources, learning from each other and student and teacher exchange. The Federation is at the cutting edge of national educational initiatives, committed to research and development and to adopting creative solutions that will benefit all students.

All our students are inspired to reach their full potential, no matter their ability or background; aspirations and achievements are constantly raised; the improvement of standards reflects the needs of the local and wider communities, through the highest quality academic, personal and vocational teaching and guidance. We build on the strengths and experiences of our schools so that our students become independent learners, fully equipped for the opportunities, challenges and responsibilities of adult life in the 21st century and well prepared to be the leaders, professionals and parents of tomorrow.

Adrian Percival  
CEO

[www.haaf.org.uk](http://www.haaf.org.uk)

Knights Academy Recruitment Pack



## Our Vision

The Haberdashers' Aske's Federation is a Federation of three all-through academies, each at the heart of their community that share a vision for the education of children and young people. Our vision is built from our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect. We are forward-looking and value innovation within the context of our long tradition of providing excellent education. Based upon these values we aim to ensure all the children and young people who come to our schools:

- are happy and safe at school and are able to learn successfully within a supportive environment.
- are able to achieve their full potential personally, academically and socially.
- develop and grow as independent, resourceful and resilient individuals.
- are equipped with the skills, qualifications and love of learning they will need to be successful

**“We are forward-looking and value innovation within the context of our long tradition of providing excellent education.”**

We will achieve these aims by providing a safe environment where all children and young people can succeed through:

- Provision of a curriculum that is stretching, relevant and provides each student with the opportunity to excel.
- High expectations of every member of our community.
- Excellent teaching, leading to the highest standards of academic excellence.
- The best standards of behaviour based upon our values of mutual respect, self-discipline and self-confidence.
- A respect for tradition that embraces innovation and challenge.



## Role Description

### Curriculum Director (English)

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This is a truly exciting opportunity for an existing or aspiring head of English to take on a new role taking the delivery of English one step further in the school and, as part of a core subject leadership team, across the Federation.

Our core subject leaders play a key role in delivering outcomes for our young people and for the accountability measures for the school overall. Because of the wide coverage of their subjects and their large teams, our Curriculum Directors are under significant scrutiny and have a high level of accountability.

The value and status we give to the role of Curriculum Director is reflected in:

- an enhanced curriculum directors' payscale
- a timetable commitment of 50%
- As part of the Curriculum Director's group, the leading role the Curriculum Directors play in developing the curriculum across the Federation
- an enhanced professional development programme to equip you with the skills to fulfil your role to the best of your ability and to progress on to the next role.

Our Federation goal is that through this role and the associated development opportunities a successful Curriculum Director will ultimately be equipped to move directly into a vice principal position.

The English department is a successful core curriculum area within the school. As a senior member of staff, the Curriculum Director (English) will contribute to the overall leadership and management of the school and be active in promoting its aims, and supporting an ethos that promotes academic achievement and outstanding teaching and learning. You will be an excellent and innovative practitioner who is committed to promoting the achievement and enjoyment of all learners, and to the on-going professional development of colleagues in the English team and through the ATLAS teaching school.



## Role Description

### Key responsibilities

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The Curriculum Director (English) will:

- Be a model of high professional standards in all aspects of school life and to lead by example.
- Provide a vision for learning within the department in line with that of the whole school and lead the departmental team to realise the vision.
- Further develop the secondary English curriculum in line with national changes and revised qualifications.
- Promote the study of English across the whole 11-18 phase.
- Establish creative, responsive and effective approaches to learning and teaching to meet and support the aims of the school.
- Work with the cross Federation Curriculum Directors Group to lead on curriculum development in the Federation.
- Work collaboratively with the curriculum directors for English across the Federation.
- Demonstrate and articulate consistently high expectations of pedagogy and classroom practice to provide challenge and improvement, using data and benchmarks to monitor progress in every pupil's learning and to focus teaching.
- Monitor the quality of teaching based on evidence, self-evaluation and development, ensuring a consistent and continuous focus on achievement and aspiration.
- Implement the subject area improvement plan based upon ongoing self-evaluation.
- Ensure that support is provided for individual teachers within your team where this is needed so all lessons are consistently good or better.
- Ensure the implementation of the school's assessment procedures, ensuring all pupils have timely and appropriate feedback and targets so that they make at least expected progress, and the majority are successfully challenged to make better than expected progress.
- Lead the development of schemes of work to support the team in delivering high-quality lessons.
- Devise and implement appropriate interventions for pupils, both within lessons and extra-curricula, to ensure all pupils make good progress.
- Share in monitoring, reviewing and developing the school's curriculum offer to maintain an appropriate, comprehensive, high-quality and cost-effective curriculum that complements the school's strategic objectives.
- Develop and lead curriculum enrichment to expose pupils to the English community and context of English in the world in which they live.
- Produce reports as required within the Federation's self-evaluation systems.



## Role Description

### Key responsibilities continued

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- Manage the English department staff, in particular the lead practitioners; including recruitment, staff training, and appraisal.
- Manage the departmental budget and development of resources.
- Keep up to date with developments in your subject area and in teaching practice and methodology.
- Take responsibility for your own professional development in discussion with your line manager.
- Maintain an organised and effective learning environment in the classroom and shared areas.
- Ensure the consistent implementation of school and Federation policies and procedures throughout the subject area.
- Work collaboratively with the other academies and colleagues within the Federation.

### General responsibilities

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- Promote the principle of equal opportunities in the school.
- Promote the single Federation ethos.
- Promote the school's commitment to the continued professional development of all staff.
- Undertake any duties as may reasonably be required by the Principal or CEO.
- Work within the school's framework with regard to Health and Safety.
- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- Report any safeguarding concerns in accordance with the Federation's safeguarding policies.



## Person Specification

Criteria	Essen- tial	Desir- able	How identified and assessed*
<b>Education/qualification and training</b>			
Will hold a good honours degree in a relevant discipline with relevant teaching qualification.	✓		AP,I, R, AS
A higher qualification in education and/or management.		✓	AP,I, R, AS
<b>Experience</b>			
Will have experience of holding a position of responsibility	✓		AP,I, R
Will be an outstanding classroom practitioner with an excellent track record of progress and results	✓		AP,I, R
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Will have in depth knowledge of the National Curriculum at all Key Stages	✓		AP,I, R
Will have the ability and knowledge to teach A level	✓		AP,AS,I,R
Ability to delegate responsibility with accountability	✓		AP,AS,I,R
Mentoring training or newly-qualified teachers	✓		AP,I, R
<b>Personal characteristics/other requirements</b>			
Is committed to personalised learning	✓		AP,I,R
Will demonstrate high level communication and literacy skills	✓		AP, AS,I, R
Is able to communicate with the whole spectrum of staff and governors in a diplomatic and, when appropriate, jargon free manner	✓		AP,I, R
Is a 'can do' person who works positively and collaboratively	✓		AP, I, R
Will be able to demonstrate professionalism of the highest order	✓		AS,I,R
Will demonstrate the ability to lead and work within teams	✓		AP,AS,I, R
Is committed to introducing a range of innovative and forward thinking strategies to ensure students' progress at all levels	✓		AS,I,R
Is committed to working with others to improve the literacy levels of all students within an all-through setting	✓		AS,I,R
Commitment to safeguarding and promoting the welfare of children and young people	✓		AP,AS,I,R

\* AP: application, AS: assessment, I: interview, P: presentation; R: references



## Additional Recruitment Information

### Recruitment Schedule

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- Closing date: 15th March 2018 - 12:00pm
- Interview date: 20th March 2018

### Recruitment Process

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Once you have submitted your application, it will be assessed against the criteria in the person specification. If you attain high scores you will then be invited to attend an interview assessment.

This may include:

- Psychometric assessment
- Biographical and competency based interview
- Classroom observation
- Visit around the school
- Case study
- Presentation
- Software tests

### References

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

### Right to work in the UK

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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 UK.



## Additional Recruitment Information

### Data Protection

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

### Criminal Convictions

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All education establishments in the UK are exempted from the Rehabilitation of Offenders Act 1974. In practice this means that all applicants must inform on all spent and unspent 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 Academy before employment can commence.

### Equality and Diversity

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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.

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### Newly Qualified Teachers (NQTs)

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NQT's who have been qualified for less than 12 months are welcome to apply for our teaching vacancies.

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### Special requirements

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If you require reasonable adjustments prior to your interview, these can be arranged by emailing [knightshr@haaf.org.uk](mailto:knightshr@haaf.org.uk) and where practical we will support your request.

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### Visiting the Academy

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

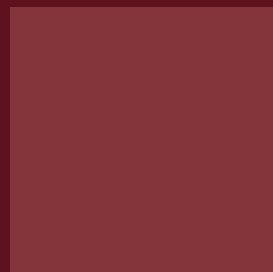
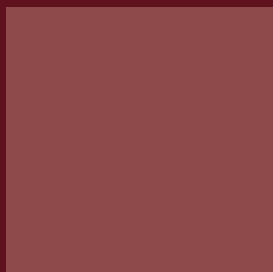


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Knights Academy  
Launcelot Road, Bromley,  
Kent BR1 5EB

Tel: 020 8461 9240  
Email: [kreception@haaf.org.uk](mailto:kreception@haaf.org.uk)

[www.haaf.org.uk](http://www.haaf.org.uk)