

HABERDASHERS'  
ASKE'S FEDERATION  
THREE SCHOOLS  
ONE VISION

DEPUTY HEAD OF PRIMARY PHASE  
CRAYFORD ACADEMY



## Job Application Pack

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## HABERDASHERS' ASKE'S FEDERATION

Chief Executive: Adrian Percival MSc.

Pepys Road, New Cross, London SE14 5SF

020 7652 9500

federation@haaf.org.uk

Dear Applicant,

Thank you for your interest in the post of Deputy Head of Primary Phase at Haberdashers' Aske's Crayford Academy.

For this exciting position, I am determined to recruit a talented individual who shares the school's vision to provide exceptional comprehensive education. You will show the drive, tenacity and ability to realise this ambition. You will need to demonstrate a commitment to your own education and to yours and others' professional development. This role is one where you must provide clear leadership, challenge and support to others and you must have the capacity to do this in a way that is professional, based on evidence and motivates your colleagues.

I take great pride in the excellent opportunities we give to local children and know this view is shared by our parents and the pupils themselves. You will provide direct support to the Primary Head Teacher in what is a large primary phase, with nearly 600 children ranging from ages 2-11. You will share strategic responsibility for academic results and pupils' destinations. I am looking to appoint an individual with the capacity to develop a range of activities within the school, and remove barriers to learning for our most vulnerable pupils in a strategic fashion.

Primary results in EYFS, phonics and at KS1 have been most impressive, mirroring performance in the secondary phase. We recognize that there is still work to be done to embed the new curriculum and prepare children for their end of key stage 2 examinations. I am determined that Crayford children will perform significantly above national standards in reading, writing and maths in all key stages.

You must demonstrate the wherewithal and drive to ensure that children make a smooth transition between the academy primary and secondary phases and that parents buy in to the Haberdashers' ethos and want their children to remain with us whilst in education.

There are specific challenges in the role, and you will work closely with the SEND team to improve academic standards for children with additional educational needs and be searching in determining how this team delivers value for money for the school.

The distinct Haberdashers' Federation ethos gives those who work in our schools the competitive edge. Working closely with colleagues across our Federation will give you access to first class professional development opportunities in your role. You will have the opportunity to tap into the range of expertise available through our membership to the ATLAS Teaching Schools Alliance. Ours is a culture of enthusiasm for high performance plus continuous improvement; and one of teamwork and open communication. By working together, we are afforded a distinct advantage in what we are able to offer new staff to the Federation.

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Attracting and keeping the best talent is the most effective way to grow a successful school, which is particularly important for us now as we push our pupils to greater examination success. You will also have the opportunity to work with colleagues in our Research and Development team and be instrumental in supporting me to find innovative ways of recruiting and retaining the best staff.

I hope my determination to take the school to the next level is evident. I recognise that this is by no means easy and demands a relentless focus on standards and improvement to get there and stay there. The successful candidate will be someone who is genuinely up for the challenge. In return, we can promise an investment in you and your future, offering a competitive remuneration and benefits package, providing first class professional development and career opportunities. You will work alongside peers of the very highest caliber from across the Federation. Perhaps more importantly, Haberdashers' Aske's Crayford Academy is doing things differently within the Borough of Bexley. We are working with children from all backgrounds, all ages and all abilities, raising expectations of them and working hard to prepare them for life beyond the school. This job offers you an opportunity to showcase your talent and demonstrate your capacity to make a real impact in education.

If you have the skills, abilities and energy that will complement and exceed the strategic plans of Crayford Academy then I would like to hear from you.

If you like what you read in this job application pack, I should be delighted to receive your completed application form by email to [l.exford@haaf.org.uk](mailto:l.exford@haaf.org.uk) by **12 noon on 5th December 2016**

Good luck with your application.



Richard Farrow  
**Principal**



## HABERDASHERS' ASKE'S FEDERATION

Chief Executive: Adrian Percival MSc.  
Pepys Road, New Cross, London SE14 5SF  
020 7652 9500  
federation@haaf.org.uk

Dear Applicant,

Thank you for requesting an application pack for the position of Deputy Head Teacher of the Primary Phase at Haberdashers' Aske's Federation, Crayford Academy, Crayford Temple Grove.

Crayford Academy is a unique place to work. It combines a rich Haberdashers' history with a new, forward –thinking view of learning and teaching. I have been privileged to be the deputy head teacher of the primary phase for 3 years before my recent appointment to Head Teacher of the Primary Phase. The new deputy head, as you will see from the job description, will be expected to deliver on strategy and take responsibility for the leadership of significant areas of the work of the school. To be able to make a success of this role, you will demonstrate an ability to raise standards through precise understanding of areas of development, maximise gains through identifying key priorities and provide appropriate challenge for staff, enabling them to enhance pupils' progress.

We are proud to say we are a good school with many outstanding elements. We are constantly striving to improve and are working hard to deliver a consistently outstanding education for all our pupils. We are looking for a deputy with vision and drive who is committed to continuous improvement to join our school community.

I very much look forward to receiving your application.

Regards,

*A Spurrell*

Amanda Spurrell  
**Primary Head Teacher**

## **JOB DESCRIPTION**

### **Deputy Head of Primary Phase**



#### **Core Purpose of the Role**

We are looking to appoint an innovative Deputy Head of Primary Phase to join the leadership team and contribute to the strategic lead on raising the attainment of pupils within the academy. The successful applicant will be a leader with a proven track record in raising pupil attainment through either pastoral or curriculum leadership. Our aim is to ensure that all young people educated within the Primary phase of Haberdashers' Aske's Crayford Academy, a 3 -18 all through school, reach their full potential and leave the primary phase fully equipped to be successful at the secondary stage of their education. Our overall goal is to ensure that all children make at least good and preferably outstanding progress and that achievement gaps are closed. This role is a central part of Crayford Academy achieving that ambition and an inspirational leader is needed to shape and develop the role to promote excellence in learning.

#### **The key accountabilities of the post are to:**

- To be the strategic lead on school improvement areas to raise the attainment of pupils within the academy.
- To strategically lead on developing high pupil engagement and attitudes in learning through the academy ethos and curriculum.
- To work with Head of Primary phase to develop and implement effective systems for monitoring, tracking pupil performance.
- To actively contribute to the development of the primary curriculum.
- Assist in the oversight and management of the day to day organisation of the Primary phase of the academy.
- Deputise for the Head of Primary Phase as and when required.
- As a member of the Crayford Academy leadership team to work collaboratively across the all through Academy and contribute to the leadership capacity of the Academy.

#### **1. Strategic Development**

- 1.1. To support the Principal in developing and communicating a clear strategic vision to develop the Academy successfully and to lead to improvement;
- 1.2. To take responsibility for those elements of the school's self-evaluation and improvement plan that pertain to the brief for this role;
- 1.3. To share in identifying whole school aims and objectives which have coherence and relevance to the needs of students and to the aims and objectives of the School and Federation;

- 1.4. To work with colleagues to ensure the creation and implementation of the School Improvement Plan;
- 1.5. To share in the effective and efficient management of the school on a daily basis and to maintain a high profile presence for staff and students in the Academy and promote its ethos;
- 1.6. To be a model of high professional standards in all aspects of academy life and to lead by example;
- 1.7. Contribute to the preparation of all academy documentation, including the Academy handbook, Governors' reports, and similar including review of the staff and student handbooks annually and communicate as appropriately to all staff.

## 2. Teaching and learning

- 2.1 To work with the leadership teams to articulate and demonstrate consistently high expectations of pedagogy and classroom practise to provide challenge and improvement, using data and benchmarks to monitor progress in every child's learning and to focus teaching;
- 2.2 To monitor and review strategies to ensure early identification of pupils not making the expected levels of progress.
- 2.3 Work with middle leaders to ensure that they are fully aware of their accountability for vulnerable learners and children with AEN, that they are differentiating effectively and are making the best use of the support and resources they have at their disposal;
- 2.4 Ensure the implementation of the Academy's assessment procedures, ensuring all pupils have constant feedback and targets in their learning so they make progress that is at least in line with national expectations, but preferably are challenged to make progress beyond;

## 3. Curriculum Development

- 2.1 To ensure there are a comprehensive range of appropriate interventions for pupils both within the lessons and extracurricular to ensure all students make good or outstanding progress with the support of the academy leadership team;
- 2.2 With the Knights Leadership team, to monitor, review and develop the curriculum offer to ensure that that it is an appropriate, comprehensive, high quality and cost-effective curriculum and that it complements the Academy's strategic objectives/aims;
- 2.3 To keep up to date with curriculum developments and in teaching practice and methodology;
- 2.4 To line manage curriculum areas as directed by the Head of Primary Phase to ensure that they are providing an outstanding provision that meets the needs of our students and Academy's strategic aims.

## 4. Quality Assurance

- 4.1. To implement the academy monitoring procedures and ensure they are communicated effectively to all staff;

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- 4.2. To be able to use a range of evidence/data to support, monitor, evaluate and improve performance;
- 4.3. To contribute to the academy school improvement teams and Federation quality assurance teams;
- 4.4. To produce reports as required within the academy self-evaluation systems.

## 5. Accountability

- 1.1. Carry out performance management procedures for designated staff teams in accordance with the Academy's Federation's Performance Management policy;
- 1.2. To take responsibility for own professional development in discussion with your line manager;
- 1.3. Ensure that parents and students are well informed about student attainment and progress;
- 1.4. To liaise with a range of external agencies and organisations to ensure students have access to the full range of appropriate interventions and support, and that these have the desired impact on each child's progress;
- 1.5. To ensure the consistent implementation of Academy policies and procedures throughout your area of responsibility.

## 2. Staff

- 1.1. To be an outstanding role model for all colleagues, displaying high aspirations for, and expectations of, all pupils and colleagues;
- 1.2. To work collaboratively with the other academies within the Haberdashers' Federation;
- 1.3. To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Academy's safeguarding policies;
- 1.4. To comply with the Academy's Health & Safety policy and statutory requirements in Health & Safety at Work;
- 1.5. To ensure Equality of Opportunity in all areas of the Academy;
- 1.6. To promote the Academy's ethos;
- 1.7. To undertake any duties not detailed above, but commensurate with the level of the post as may reasonably be required by the Principal.



## Person Specification

Category	Criteria	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree</li> <li>Teaching qualification</li> <li>A higher qualification in education and/or Leadership would be an advantage but is not essential</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Certificates</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Proven track record of raising educational standards</li> <li>Experience in Primary Phase.</li> <li>Pastoral and/or curriculum experience</li> <li>Ability to inspire, demonstrate and support the highest of expectations for all</li> <li>Ability to motivate and inspire others: both colleagues and students</li> <li>Experience of monitoring and evaluation practices</li> <li>Excellent teacher with the ability to inspire and develop others.</li> <li>Understanding of the characteristics of and effective learning environment and the key elements of successful behaviour management.</li> </ul> <p>Experience of data tracking and SIMS would be desirable.</p>	<ul style="list-style-type: none"> <li>Application form</li> <li>Letter of application</li> <li>Selection process</li> <li>References</li> </ul>
<b>Leading the curriculum area</b>	<ul style="list-style-type: none"> <li>Ability to produce and implement appropriate improvement plans and policies</li> <li>Commitment to the benefits of collaborative working within a hard Federation</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Selection process</li> <li>References</li> </ul>
<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>Ability to delegate responsibility with accountability</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Selection process</li> <li>References</li> </ul>
<b>Strengthening Community</b>	<ul style="list-style-type: none"> <li>Ability to continue to develop the school's response to its changing community</li> <li>Commitment to promoting community links and cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Selection process</li> <li>References</li> </ul>



<b>Desirable Personal Qualities &amp; Attributes</b>	<ul style="list-style-type: none"> <li>• Enjoys the humour and diversity of children</li> <li>• Recent experience preferably gained as an Assistant Principal or leadership role.</li> <li>• An effective communicator</li> <li>• Resilient, energetic and enthusiastic</li> <li>• Ambitious for further development and promotion in due course</li> <li>• Leads by example with high professional standards</li> <li>• Dynamic and motivational</li> <li>• Adaptability</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Selection process</li> <li>• References</li> </ul>
<b>Safeguarding Children</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Selection process</li> <li>• References</li> </ul>

## Pointers on how to complete a personal statement

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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
- ✗ Do not copy and paste your CV into the supporting statement
- ✗ Do not mix first and third person sentences

## Our Culture

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We firmly believe that our staff are the key to our success. Our Federation prides itself on driving standards of performance and best practice to exceptionally high levels. The collective skills, talent and backgrounds of our staff plus the extra effort they put in to enabling pupils to attain their personal, social and academic achievements, truly illustrates that the vision, aims and ethos is firmly embedded within the Federation.

The Haberdashers' Aske's Federation is a federation of three all-through schools each at the heart of its 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, but always 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 in the world they join as adults

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 values of mutual respect, self-discipline and self-confidence
- \*A respect for tradition embraces innovation and challenge

# About Haberdashers' Aske's Federation

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## 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](http://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

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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:</p> <p><a href="https://www.teacherspensions.co.uk/">https://www.teacherspensions.co.uk/</a></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:</p> <p><a href="http://www.lgps.org.uk/">http://www.lgps.org.uk/</a></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:</p> <p><a href="http://www.childcarevouchers.co.uk">http://www.childcarevouchers.co.uk</a></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:</p> <p><a href="http://www.evanscycles.com/ride2work">http://www.evanscycles.com/ride2work</a></p>



Computer Purchase Scheme	The Federation offers the opportunity to purchase computer or computer equipment such as PC, Laptop, printer at a competitive price	Under the scheme, employees pay for a laptop or PC over three-years, via "salary sacrifice", where 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	- Free of charge Gym

	available to employees	<ul style="list-style-type: none"> <li>- Sports hall – badminton, football, volleyball, cricket nets and netball)</li> <li>- MUGA Court (not floodlit)</li> </ul>
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## 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 DBA. 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

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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](mailto: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](http://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 process.

## 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

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Pepys Road  
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