



CANDIDATE INFORMATION PACK

To inspire young people to make their best better

Dear Candidate,

Welcome to Bexleyheath Academy – an 11-18 academy in Bexley with 1600 students.

I am enormously proud and privileged to serve the young people of this community as the Principal. Bexleyheath has the ambition, the vision, the students and the support required to become an outstanding school. I was appointed as Principal in September 2017 and started here in January 2018.

The last two years have not been without significant challenges – and while there is huge potential here we have a lot of work to do to make this the best academy in South London.

My priorities are making sure we have a curriculum that is fit for purpose, remodelling pastoral structures and making sure that all members of the academy community understand the vision of 'making our best better'.

We believe that whilst there remains much to do the academy is now well placed to move from the judgement of 'requires improvement' to a 'good' judgement as soon as possible.

In order to continue to move forward, it is absolutely vital that we attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares the clear vision that the child is at the very heart of everything we do; a colleague who is able to enjoy positive, professional relationships with young people; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

If you feel you will love working with a wonderful group of South London children, you have a passion for driving up standards and you have the high levels of energy and vision required to continue help drive our transformational journey, then this is the position for you. This is a very special learning environment and I am proud to lead a team of values-driven professionals on our journey.

I wish you every success in your application and if appointed, you will have been given a great opportunity. I am sure you will thoroughly enjoy, as I do, the privilege of being at Bexley Heath Academy.

Dan Steel (Principal)

John Szynal (Executive Principal)

www.bexleyheathacademy.org

Values and Ethos



Creativity

- Development of creative learners, participants, thinkers, performers and student leaders, along with teachers, practices and activities;
- Ensuring that everyone at BA is enabled to be creative in their work, their planning and ambitions.

Aspiration

- Set the highest of aspirations for ALL;
- Provide opportunities for ALL to develop and grow through learning, discovery, activities and personal engagement;
- Instil a culture of achievement and ambition among our students.

Resilience

- Supporting ALL within the Academy to be resilient learners and participants within their learning journey – through the good attendance, punctuality;
- Equipping them with the skills to learn and undertake new challenges;
- Challenging them every day to set their sights higher and achieve their best

Empathy

- Encourage all students to support each other;
- To engage within their school, local and wider communities;
- To be aware of the world around them and find ways in which they can engage in it;
- To help others and to be active members of the Academy and Community.

Scholarship

- WE create and support a valid, appropriate and varied curriculum that enables ALL to be successful ;
- WE aspire for every lesson to be outstanding;
- Students engage in and love their learning;
- WE offer an engaging enrichment programme for all;
- Our children AND parents aspire to University, training or further education;
- Our Students, Parents AND teachers pursue a journey of Learning whilst attending BA

Vision Statement - “To help students achieve world class learning outcomes by developing world class teachers in a world class community”.

Values and Beliefs - “Through our actions and behaviours we will strive to develop young people who:”

- Respect them and the community i.e. people, property, 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 leadership roles.

“We will help young people to have healthy lifestyles by ensuring that they:”

- Are confident and have good self esteem.
- Have developed their self-knowledge and their emotional, spiritual and cultural awareness.
- Understand and follow healthy lifestyles, take regular exercise, eat and drink healthily, and knows about and make healthy lifestyle choices.
- Have engaged in and understand the need for personal, social and health education including:
 - Sex and relationship education ensuring a good understanding of sexual matters
 - Alcohol and drugs misuse
 - Effects of the environment on their health
- Participate in sports, leisure and the arts, and have other positive interests and hobbies.
- Have engaged in and understand the need for moral, social and cultural development and special educational needs.
- Know where to get advice when necessary

“We will help young people to stay safe by developing their ability to:”

- Attend Bexleyheath Academy regularly and be punctual at all times.
- Behave well in lessons and about the Academy.
- Not to be involved in bullying, violence, racism, or any forms of harassment, exploitation, or anti-social behaviour.
- Understand and apply the principles that help distinguish right from wrong and which govern our laws.
- Recognise signs of personal stress and develop successful ways of managing it.
- Understand about key risks and dangers posed by:
 - Some adults (through abuse, maltreatment, neglect, violence and sexual exploitation).
 - The use of computers (such as Internet, email/messaging, blogs and social websites) and learn how these can be avoided.
 - Act responsibly in high risk situations, such as in the use of potentially dangerous tools, equipment and in physical contact sports.
 - Develop good and trusting relationships with one or more adults in Academy.

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Key Priorities

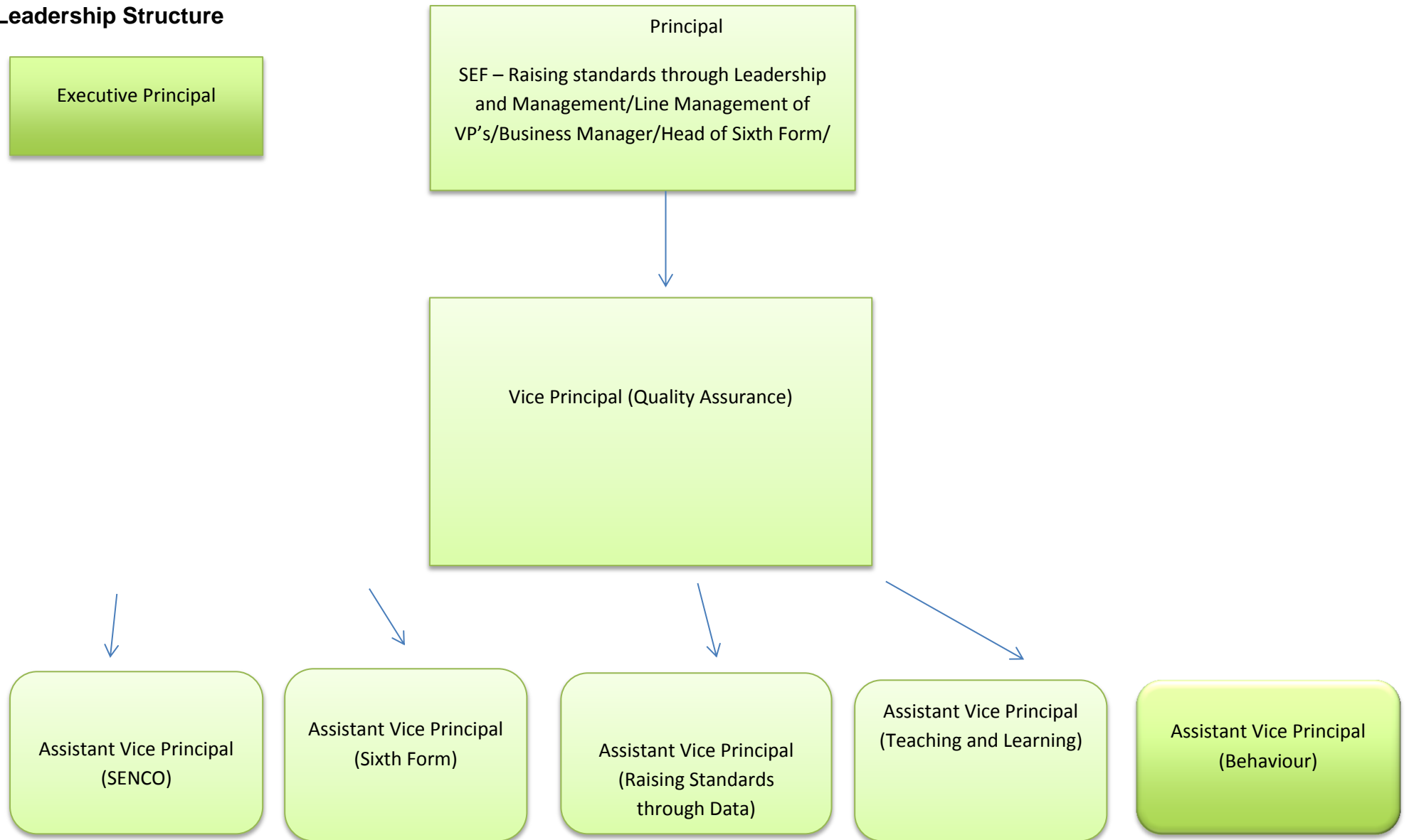
- Improve the quality of teaching and learning across the academy
- Raise outcomes for all learners
- Improve behaviour and set high expectations for all

Data

Age range	11-18
Location	Bexleyheath Academy
Budget size	£10.5 million
Number on roll	1600
% of students on free school meals	16.3
% of students with English as an additional language	14.9
% of students with SEN	0.6
Date academy established	September 2011
Number of teaching staff	93.21
Number of newly qualified teachers	6
Performance	Data

Our [Ofsted reports](#)

Leadership Structure



Career Progression Pathways at Bexleyheath Academy

We believing in growing the very best teachers and leaders through:

- An outstanding 'Teaching school standard' professional development programme for staff at all stages of their career.
- A '3 in 3 years' leadership development programme for all interested high-quality staff. This promises staff a TLR responsibility, bursary support toward Masters degree completion and mini-secondment at a partner AET Academy to grow our future leaders.
- Opportunities for continued leadership development during every year of our careers.

A career progression pathway for a new member of staff joining Bexleyheath Academy as an NQT or as an experienced member of staff may involve:

Year 1

- **Partnership with a lead teacher in your department** – for weekly mentor meetings with NQTs and peer coaching with more experienced staff adapting to their new school
- **Comprehensive CPD programme** – with initially weekly events to accelerate progress during your first term in your new school and a continuing programme of bespoke opportunities throughout the year
- **'Leadership at all Levels' opportunity** to lead on a subject specific focus e.g. as departmental Literacy Champion, Special Education Needs link, Numeracy Champion ...
- **Masters completion bursary** – a small grant and support from your school in undertaking an education-related study to develop your learning and by association, that of our students.

Years 2 & 3 – Where the progress the teacher is achieving from students is good

- **Opportunity to take on increased leadership responsibility within your subject area** e.g. a project focussing on improving impact upon a specific student cohort, working at Deputy Director of Learning level (for a number of successful teachers a first TLR may have been secured by this point)
- **Invite to participate in one of our LA wide CPD programmes** such as our Leading Outstanding Learning cross-school CPD experience
- **Invite to apply for one of our 'Stepping up to Senior Leadership' year-long secondments** to lead an Academy wide development priority
- **Opportunity to join a career development programme with one of our Academy partners** e.g. a collaboration across our AET regional network or a Future Leaders programme
- **Potential to earn a scholarship (and double jump in pay progression) for outstanding impact** on student progress during your first 3 years in the Academy
- **Invite to engage in a short term secondment (ranging from upwards of one day) at an AET regional partner school** at any phase to broaden your leadership experiences

Job Description

Post: **Teacher**

Responsible to: **Head of Department**

Main Purpose of the Role

General professional duties of all teachers are specified in the Conditions of Employment

An MPR/UPR teacher is responsible for:

Their own Professional Development

- keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with VP Curriculum
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to school policies and practices
- setting a good example to the pupils they teach in their presentation and their personal conduct
- participating in Performance Management arrangements

Teaching and Managing Pupil Learning

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- setting appropriate and demanding expectations for pupils' learning and motivation.
- setting clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual
- using IEPs to identify pupils who have special educational needs, and
- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- ensuring that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
- liaising effectively with support staff working within Department

- providing extra-curricular activities to extend and challenge pupils for at least two after school sessions per week each of forty-five minutes.

Monitoring and Assessing Pupil Progress

- marking and monitoring pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- assessing how well learning objectives have been achieved and use this assessment for future teaching.
- maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of your tutor group
- producing and analysing teaching group examination predictions and results as requested by the Head of Department and the VP Teaching and Learning
- participating in departmental discussions of pupil targets and progress and of the development of strategies to meet departmental target
- overseeing the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
- mentoring and negotiating individual targets for tutees

Resources within the Department

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- ensuring that departmental rooms present a stimulating and tidy environment
- implementing the Academy Health and Safety Policy
- Ensuring that Health and Safety policies and practices, for your subject including Risk Assessments, throughout your lessons are in-line with national requirements.

Communication with Parents

- attending any appropriate meetings with parents
- providing informative reports to parents
- raising, in consultation with the Head of Department, particular concerns regarding students with parents

Internal Communication

- representing the views and interests of the Department to the Head of Department and Link Leader
- providing information required by HODs., HOY, SENCO or Link Leader
- actively participating in Departmental Meetings

Staff Absence

- ensuring that appropriate work has been set and that the resources required are available
- supporting supply staff who are working within the Department

Additional Specific Responsibilities

- as negotiated with the HOD or HOY in the interests of the pupils and of the CPD of the member of staff

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/Group/Chief Executive
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

Classroom Teacher Person Specification

Professional Attributes

- Qualified Teacher Status
- Assessed as a good or outstanding teacher
- Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities
- Evidence of continuing professional development
- Ability to use assessment to raise standards of achievement

Professional Knowledge and Understanding

- Thorough knowledge and understanding of curriculum requirements and developments within your subject specialism.
- Evidence of commitment to the principles and policies of equal opportunities
- Secure knowledge and understanding of a range of Assessment for Learning strategies, demonstrable in their everyday practice
- Secure knowledge and understanding of how to make effective personalised provision for all students, including those for whom English is an additional language and students who have special educational needs
- Ability to teach KS3, KS4 and KS5.

Professional Skills

- Good communication skills
- Work closely with leadership team taking a leading role in developing, implementing and evaluating policies and practice
- Ability to motivate students and colleagues to recognise and respond to the diverse needs of learners
- Ability to design opportunities for learners to develop their literacy and thinking and learning skills within your subject area

Personal Attributes

- Energy, enthusiasm, determination and an insistence on high standards
- A willingness to learn new skills and approaches and to share the experience with others
- Ability to relate to students, parents and carers, colleagues and other partners
- A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the Academy
- Be able to work under pressure, prioritise and manage time effectively
- Reflective and clear-headed thinker who makes considered judgements
- Resilience
- Reflective practitioner
- Natural leader who can resolve conflicts, create a harmonious and productive team ethos

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

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 for Education

Google for 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!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!



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.
- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits.

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.