



# The Petchey Academy

## Recruitment Pack

### Vice Principal

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



# Welcome to our academy

## Inspiring and supporting every child

The Petchey Academy is a vibrant learning community where students feel secure and happy, where they are encouraged to participate in a range of learning activities to broaden their horizons and where we have the highest aspirations for every child.

Alongside these high expectations, our ethos, 'The Petchey Way', supports a message of strong personal discipline

balanced with creativity and promoting independent thought.

The Petchey Way is consolidated in our 4 Petchey Ps:

Politeness  
Positivity  
Participation  
Perseverance

Our priority is to support and develop your child through provision of:

- **High quality teaching and personalised curriculum that supports every student to achieve their best**
- **Staff who challenge and stretch students to think for themselves, encouraging students to take responsibility for their own learning**
- **Strong support systems to ensure that every student succeeds, including a pastoral team who focus on the welfare of our students**
- **A unique specialism of Health, Care & Medical Sciences that broadens students' experiences and opens doors for students in those fields**

I hope this document starts to give potential staff a sense of the exceptional opportunities offered to staff and students at the academy; however, we strongly encourage you to visit us for a first hand opportunity to speak to our current staff and students as well as to see our superb facilities. I look forward to welcoming you to our academy.

*Olivia Cole*

Ms Olivia Cole BA (Hons) MBA  
Principal



Outstanding leadership and management at all levels have propelled the academy forward. This is because there is a sharp focus on raising standards through high quality teaching. Staff demonstrate commitment to leaders' vision for improvement.

*Ofsted, 2015*





# Supporting our students

## Creating a positive learning environment for all students

We create a healthy balance between high academic success and a caring and supportive environment.

Every student is a member of a house group - all named after prominent people in the health, care and medical sciences field: **Darzi, Hunt, Jenner, Saunders, Seacole** and **Yacoub**. Interhouse competitions play an important role throughout the year, with friendly rivalry between the houses at academic, creative and sporting activities.

A rewards system is in place where students can accrue points for outstanding work, contribution or behaviour, which can be swapped for small gifts e.g. tie pins.

All teaching staff and educational support staff are Academic Tutors, ten students in one year group, supporting each child's personal, social and academic progress.

Students really enjoy our seminar time and commitment to their personal development. They say, *'It's the time in the day which is all about me.'* (Ofsted 2015)

Our lunch provision, Family Service, was commended by the National Healthy School Programme and is now copied by many other schools throughout the country. Family Service allows six students and a staff member to eat together - the same nutritious hot meal - whilst practising the art of conversation.



The academy's work to keep students safe is exemplary. The well-being of students, including provision for their spiritual, moral, social and cultural development, is paramount to their learning.

*Ofsted, 2015*





# Investing in people

## Developing our staff

We believe that a strong supported staff body is our enduring advantage and staff development is fundamental to our success.

There are opportunities throughout the year to receive training at our nine Teaching & Learning Days (INSET) as well as from external providers, particularly Bloomberg, our special partner.

## Bloomberg

Training responds to the academy's annual Strategic Priorities, and the on-going data we collate through the monitoring of teaching, learning and assessment. We have a range of learning communities supporting staff progression including an innovative Middle Leadership Development Programme, in collaboration with Canterbury University, which runs every two years and includes an international visit.

We have communities of staff; for example a Programme of Professional Studies for training staff including Teach First, Schools Direct, and NQTs, as well as bespoke training programmes

around pedagogy. In 2017-18 examples include a focus on Assessment for Learning, KS5 Teaching, Academic Literacy, and Questioning through Oracy.

We work collaboratively with Hackney Learning Trust to ensure staff network with other schools, and the academy is committed to all staff receiving regular line management to provide both personal and professional growth. We are committed to the professional development of all staff.

Our Investors in People assessment found that we evidenced 183 of 193 requirements and therefore we were very proud to be awarded GOLD standard in our first assessment.

*"There is a strong, aspirational and supportive 'family' culture of teams working within one whole Petchey team that ensures people are encouraged and enabled to achieve their potential - the Petchey Way. It is also clearly reflected in the good working relationships between staff and management that are evident. People just love coming to work."*



**INVESTORS  
IN PEOPLE**

**Gold**

2014





**Closing Dates: 9th March 2018**

**Salary: £68-£75k per annum**

**Contract type: Permanent**

**Start Date: September 2018**

Would you like to join a well established and successful team in a "good school"... with "outstanding leadership and management at all levels? - Ofsted 2015

As an inclusive academy the focus is on each child as an individual whilst fostering a sense of belonging to a rich and diverse community. The Petchey Academy is committed to supporting every child to exceed national expectations whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern British society.

As Vice Principal, you will be responsible for leading on aspects of Academy improvement. You will be a role model to staff, who will look to you for outstanding line management, support and challenge. We recognise that as a senior leader, you will also need support and challenge yourself so that you can grow to be the best you can be and we will commit to making this happen. We need someone who is passionate about making a difference, who is a highly skilled, driven and a successful school leader with a range of recent experience ready to take on this crucial new role at the Academy.

The successful applicant will join our ambitious and committed leadership team and lead on assessment, progress and data analysis. This role offers an exciting prospect for an outstanding practitioner to take full advantage of the unique opportunities that our academy brings and to make a significant impact on raising standards of achievement for all students across the academy.

If you have the qualities to be part of the team to take outcomes and the curriculum at the Academy to the next level, please get in touch.

The Petchey Academy is committed to promoting equality for all students and employees. Every individual will be treated with courtesy and respect and their contribution to the learning process will be valued.

We are looking for someone:

- Who has evidence of clear values and moral purpose which place students at the heart of all decisions
- Ideally with behaviour management experience
- Who demonstrates personal behaviour consistent with the school ethos and vision
- Who has proven successful experience as an Assistant Vice Principal or equivalent for 2 or more years in a secondary school
- Who is able to build, communicate and implement a coherent vision for the school in consultation with all stakeholders
- With evidence of a drive to encourage and pursue excellence in all aspects of school life and a clear sense of what strategies might be effective for achieving this

We can offer you:

- The opportunity to be part of a growing Academy in the centre of Hackney's thriving community
- Excellent facilities and resources for all colleagues and students
- High quality professional development programmes and the opportunity to grow within the academy
- An excellent benefits package

The Petchey Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check

To apply please visit our website [www.petcheyacademy.org.uk](http://www.petcheyacademy.org.uk) and our recruitment-vacancies page (Please note we do not accept CVs, the application form should be fully completed)

Please contact [hr@petcheyacademy.org.uk](mailto:hr@petcheyacademy.org.uk) for further information

# Vice Principal Job Description

- **Responsible to:** The Principal and the Governing Body of The Petchey Academy
- **Responsible for:** Specific tasks and whole academy responsibilities as required by the Principal, following analysis of the academy's needs and candidate's strengths.
- **Working Time:** As a Vice Principal, you will be expected to participate in some weekend activities which may be of a pastoral /curriculum extension nature and will include support for the academy's Saturday detention rota and commitment to community provision. Daily working times will support the 'Extended Schools' concept upon which the academy is based.

## The Vice Principal will:

- Undertake the professional duties of the Principal during her and senior VP's absence.
- Identify and drive the academy business plan under the overall direction of the Principal.
- Line manage members of the extended leadership team.
- Lead and share responsibility for implementing academy policies, decision-making and strategic planning.
- The specific functional arrangements of the Leadership Group and that of the role of Vice Principal will take advantage of the opportunity to 'think outside the box' in developing new ways to manage all aspects of the academy's activities. However, together with some typical Vice Principal responsibilities, it is envisaged that the Vice Principal, as well as the other three Vice Principals will continue to have a significant responsibility, for the development and implementation of the academy's behaviour policy.
- Duties and responsibilities of the post will change over time as requirements and circumstances change. The post holder will be required to carry out such other duties consistent with the post and as directed by the Principal.

## Qualities and Knowledge

- Holding and articulating clear values and moral purpose, focused on providing a world class education for students.
- Demonstrating optimistic personal behaviour, positive relationships and attitudes towards all stakeholders.
- Leading by example - with integrity, creativity, resilience and clarity- drawing on own expertise /skills, and that of others.
- Sustaining wide, current knowledge and understanding of education locally, nationally and globally, and pursuing continuous professional development.
- Working with political and financial astuteness, within a clear set of principles centered on the academy's vision, ably translating local and national policy into the academy's context.
- Communicate at every opportunity the academy's vision and, empowering all students and staff to excel.

## Students and Staff

- Demanding ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design.
- Establishing an educational culture of 'openness' as a basis for sharing best practice.
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Implement the academy's PD&R policy and procedures.
- Holding all staff to account for their professional conduct and practice.
- Attend meetings and prepare reports for the Governing body or its committees as required.

### **Systems and Process**

- Ensuring that the academy's systems and processes are well considered, efficient and fit for purpose.
- Providing a safe, calm and well-ordered environment for all students and staff.
- Valuing excellent practice by establishing rigorous, fair and transparent systems and measures for managing the performance of all staff.
- Actively supporting the governing board to understand its role and deliver its functions effectively.
- Exercising strategic, curriculum-led and affordable financial planning to ensure the equitable deployment of budgets and resources to ensure positive student outcomes.

### **The Self Improving System**

- Championing best practice and securing excellent achievements for all students.
- Developing effective relationships with colleagues in other public services to improve academic and social outcomes for all students.
- Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspiring and influencing others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

### **Safeguarding Children and Safer Recruitment**

- Maintain a collective responsibility, and an individual commitment to safeguarding and promoting the welfare of students and recruitment of staff.
- Ensure that the safeguarding policy is followed where there may be a concern.

### **General Duties and Responsibilities**

- Teaching the students assigned to him/her according to their educational needs, including the setting, marking and feedback of work to be carried out by the students in the academy or elsewhere.
- Provide cover when required - Teaching any students whose teacher is not available
- Assessing, recording and reporting on the development, progress and attainment of all students.
- Supporting and promoting the academy's provision of social, spiritual, moral and cultural opportunities.
- Promoting the general progress and wellbeing of individual students and of any class or group of students assigned to him/her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions.
- Writing relevant records and reports.
- Maintaining records of and reporting on the personal and social needs of students.
- Communicating and consulting with the parents of students.
- Communicating and co-operating with relevant persons or bodies outside the academy.
- Participating in meetings arranged for any of the purposes described above.

Please note: This job description is indicative in the first instance and precise roles and responsibilities will be agreed with the successful candidate at a later date.





# Vice Principal Person Specification

The successful candidate will have:

## **Education**

1. Honours degree or equivalent
2. Qualified Teacher Status
3. Evidence of a commitment to continued professional development so as to sustain up-to-date knowledge and understanding of education
4. Evidence of continued and relevant professional development in school leadership and management
5. Completed or working towards Leadership qualifications such as; NPQSL, participation in Future Leaders Programme, NPQH or alternative qualifications. (Desirable)

## **Qualities**

1. Evidence of clear values and moral purpose which place students at the heart of all decisions
2. Demonstrating personal behaviour consistent with the school ethos and vision
3. Commitment to a curriculum that is creative and relevant to the interests and needs of all students, including their well-being
4. Absolute commitment to ensuring the safety and well-being of students
5. Proven record of being transparent and accountable to parents, governors, relevant external bodies and the local community
6. Track record of solution focused support for Leadership

## **Knowledge**

1. Evidence of a current knowledge and understanding of local, national and global education
2. Safeguarding training including; designated safeguarding lead (Desirable)



### **Key Skills and Experience**

1. Proven successful experience as an AVP or equivalent for 2 or more years in a secondary school
2. Experience of teaching in more than one school across the whole secondary age range
3. Experience of leading in a school which serves a challenging urban environment
4. A highly effective teacher with proven consistent good/outstanding teaching in the secondary classroom
5. Knowledge and understanding of how to maintain and raise the quality of teaching and learning across the school and a proven track record for doing so
6. Proven track record of efficient and timely management of workload and a flexible approach to crisis management and change.
7. A high regard for administrative efficiency
8. Proven track record of analysis, evaluation and communication of progress data to ensure positive outcomes
9. Experience of Behaviour Management

### **Leadership and Collaboration**

1. Able to build, communicate and implement a coherent vision for the school in consultation with all stakeholders
2. Evidence of a drive to encourage and pursue excellence in all aspects of school life and a clear sense of what strategies might be effective for achieving this
3. Proven ability to lead by example and create a shared commitment and responsibility to the school through teamwork, distributed leadership and professional reflection
4. Proven ability to build a culture where students feel confident that their concerns will be listened to and acted upon
5. Proven ability to adapt to change, able to assess new ideas and embrace them if they improve students learning
6. Ability to encourage parents to play their part in their child's learning (both in and out of school)
7. Knowledge and experience of working productively with the governing body and an understanding of its statutory duties

### **Management of People and Resources**

1. Proven experience of managing people, including staff performance reviews and supporting ongoing professional development
2. Proven experience of prioritising, setting and managing a range of processes to contribute to school improvement
3. Excellent organisational skills which maintain the smooth running of the school whilst maintaining a focus on the long-term vision



# Application & Interview Process

Applications must be received by **9.00am, 9th March 2018**

Applicants are welcome to visit the school before submitting their application. If you would like to do this please contact Andrea Jennings, HR Manager, via [andrea.jennings@petcheyacademy.org.uk](mailto:andrea.jennings@petcheyacademy.org.uk) or the main switchboard 020 7275 1500.

The Interview Day will include the following:

- a presentation
- an unseen task
- a staff panel
- an interview panel with the Principal and governors

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To find out more about the academy please also visit our website: [www.petcheyacademy.org.uk](http://www.petcheyacademy.org.uk)