



HABERDASHERS' ASKE'S

KNIGHTS ACADEMY



2018-19 PRIMARY TEACHER RECRUITMENT PACKAGE

AN ALL THROUGH
3 - 18 ACADEMY

www.haaf.org.uk



From the Principal

Dear Candidate,

Thank you for your interest in the post of Primary Teacher. This is an exciting that has arisen for a welcoming and hard working teacher to join our dedicated Primary team in a fast paced environment.

This is a truly exciting opportunity for an existing or aspiring Primary Teacher.

To succeed in this role you will need to be able to plan and deliver stimulating and challenging lessons whilst setting appropriate and challenging work for all abilities. We are looking for someone who is committed working with colleagues across our Federation and who is committed and ambitious for their own professional development.

The primary phase outcomes in EYFS are above the national average in all measures and was judged 'OUTSTANDING' in 2017. At Key stage 1 outcomes in reading, writing and mathematics at expected and greater depth for all pupils were above national averages, with results at KS2 for pupils meeting the expected standard in combine subjects in the first year of reporting under the new more challenging national expectations.

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 behavior.

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 all-through 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.

Mr Adrian Percival
CEO



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

The Primary Teacher Will;

- To plan and deliver consistently good (or better) lessons
- To carry out teaching duties, as required, in accordance with the Primary Phase schemes of work and the National Curriculum.
- To identify clear teaching objectives and specify how they will be taught and assessed.
- To set tasks which challenge pupils and ensure high level of interest.
- To set appropriate and demanding expectations.
- To set clear targets building on prior attainment.
- To provide clear structures for lessons maintaining pace, motivation and challenge.
- To make effective use of assessment and ensure coverage of the programmes of study.
- To ensure effective teaching and the best use of available time.
- To monitor and intervene to ensure sound learning and discipline.

Role Description

Key responsibilities

- To use a variety of teaching methods which meet the needs of the learner.
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- To ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the age group taught.
- To evaluate their own teaching critically to improve effectiveness.
- **Additional Standards for Foundation Stage**
- Take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy.
- Encourage pupils to think and talk about their learning, develop self control and independence, concentrate and persevere and listen attentively.
- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- Manage parents and other adults in the classroom.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work in line with our school policy and expectations and set targets for progress.
- Assess, record and track pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents.

Role Description

Key responsibilities continued

- To plan and deliver consistently good (or better) lessons
- To carry out teaching duties, as required, in accordance with the Primary Phase schemes of work and the National Curriculum.
- To identify clear teaching objectives and specify how they will be taught and assessed.
- To set tasks which challenge pupils and ensure high level of interest.
- To set appropriate and demanding expectations.
- To set clear targets building on prior attainment.
- To provide clear structures for lessons maintaining pace, motivation and challenge.
- To make effective use of assessment and ensure coverage of the programmes of study. •To ensure effective teaching and the best use of available time.
- To monitor and intervene to ensure sound learning and discipline.

General responsibilities

- To work within the Academy framework with regard to Health and Safety
- To promote equal opportunities in the Academy
- To promote the ethos of the Federation / Academy
- To support the Academy's commitment to the continued professional development of all staff
- To undertake any additional duties as may reasonably required by the CEO or Principal



Criteria	Essen- tial	Desir- able	How identified and assessed*
Education/qualification and training			
Will hold a good honours degree in a relevant discipline with relevant teaching qualification.		✓	AP,I, R, AS
PGCE or Qualified Teacher Status		✓	AP,I, R, AS
Experience			
will have a recognised competence in literacy and/or numeracy	✓		AP,I, R
will be able to demonstrate high level communication skills	✓		AP,I, R
will demonstrate the ability to both lead and/or to work within teams	✓		AP,I, R
Ability to lead and work within teams	✓		AP,AS,I,R
Knowledge of the National Curriculum at all Key Stages	✓		AP,AS,I,R
Ability to deliver lessons where normal cover left, to a high standard	✓		AP,I, R
Personal characteristics/other requirements			
Is committed to personalised learning	✓		AP,I,R
Will demonstrate high level communication and literacy skills	✓		AP, AS,I, R
Ability to prepare lessons with a very short notice period	✓		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
Ability to think on your feet, react quickly and effectively to potential situations and use initiative on a continuous basis to communicate	✓		AS,I,R
Is committed to working with others to improve the numeracy 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



Recruitment Schedule

- Closing date: 23rd September 2018 - 12:00pm
- Interview date: TBC

Recruitment Process

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

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

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

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

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

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.

Newly Qualified Teachers (NQTs)

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

Special requirements

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

Visiting the Academy

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**

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