



# Vice Principal



**COOPERS SCHOOL**

**Application Pack for a Teaching Post**

Coopers is a successful 11-18 co-educational school  
with a strong caring and inclusive culture

# Vice Principal

## Required for April 2018

### L19-L23 Outer London

We are seeking to appoint a dynamic, motivational and ambitious Vice Principal with a strong proven track record at senior leadership level. This is an exciting opportunity for an inspirational and creative leader to plan a crucial role in moving the academy towards “Outstanding”.

You will have excellent inter-personal skills and be highly effective in promoting the very best behaviours for learning. We are looking for a candidate who demonstrates unconditional positive regard for young people, and who has the highest expectations of themselves and others. You will be joining a team of highly skilled and committed professionals who are relentless in the pursuit of excellence to improve the life chances of our students.

In January 2014, Ofsted judged the academy as “good” and bubbling outstanding. Our core values of curiosity, creativity, resilience, respect and empathy drive all that we do to ensure the highest outcomes for every student. This is a key post in ensuring that the academy continues to move from strength to strength. You will be joining a talented team of staff working in an environment that is serious about learning and serious about providing career development opportunities.

The successful applicant will join the academy at an exciting time in its growth and evolution and will have the opportunity to shape the way we move forward. If you feel you have the skills and drive to make a difference, we would like to hear from you.

If you are interested, please contact Rachel Gulyas on  
020 8468 1681  
[rgulyas@coopersschool.com](mailto:rgulyas@coopersschool.com)

### **Closing Date: Wednesday 31 January 2018**

Please note that we encourage early applications, and reserve the right to close this vacancy at any time should the right candidate be found.

This post is considered to be a customer-facing position. As such, it falls within scope of the Code of Practice on English Language requirement for public sector workers. The School, therefore, has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

‘Coopers School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment’



# Coopers School

Hawkwood Lane Chislehurst Kent. BR7 5PS

**CEO: Mrs S Puxty BSc (Hons) NPQH**

**Headteacher: Mrs S Wood BA (Hons) NPQH**

An Ofsted  
'Outstanding' Initial  
Teacher Training  
School



Tel: 020 8467 3263

Fax: 020 8295 0342

Email: [adm@coopersschool.com](mailto:adm@coopersschool.com)

Website: [www.coopersschool.com](http://www.coopersschool.com)

*'Enabling learners of today to become achievers of tomorrow'*

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January 2018

Dear Applicant

**Re: Vacancy for Vice Principal**

Thank you for your enquiry about the post of Vice Principal at Coopers School. I hope that this pack gives you all the information you need at this stage, and that we can look forward to your application.

The closing date for all applications is Wednesday 31 January 2018. However, please note that we encourage early applications and reserve the right to close this vacancy at any time should the right candidate be found. Please send your completed application form and covering letter to [jobs@coopersschool.com](mailto:jobs@coopersschool.com). If you require any additional information or have any questions, please contact Rachel Gulyas, PA to the Principal and Head of HR, at [rgulyas@coopersschool.com](mailto:rgulyas@coopersschool.com).

Yours faithfully

*Shirley Puxty*

Shirley Puxty  
Principal  
CEO – William Willett Learning Trust



Coopers School is an Independent Academy Trust operated by the William Willett Learning Trust which is a charitable company limited by guarantee and registered in England and Wales with company number 07520128. The Registered Office is at Hawkwood Lane Chislehurst Kent BR7 5PS

# COOPERS SCHOOL

## WELCOME

Coopers is a warm, welcoming and friendly School situated in 33 acres of parkland in Chislehurst in the borough of Bromley, about eight miles from central London. It is a place where all students are happy learners. My mission as Principal is to take Coopers from being a good to an outstanding school. We are very proud of our latest Ofsted Report which shows that we can achieve this.

When the School was last inspected in January 2014, the inspectors said that 'Coopers is a well led school within which a well-planned curriculum and good teaching lead to very high standards and very good examination results, in the top 20% of the country.' They described the school as "bubbling outstanding."

- "Students' progress overall was well above national figures."
- "The overall quality of teaching is good and, as a result, students learn well and make at least good progress."
- "Teachers receive high quality professional development from outstanding teachers in the school and external consultants."
- "Senior leaders have been successful in raising achievement and improving the quality of teaching over recent years."
- "The curriculum goes far beyond academic subjects with worthwhile vocational and practical courses."

The inspectors also commented that the very good behaviour of the students makes an important contribution to the welcoming, supportive and orderly learning environment created by the School as we strive for academic success.

We are very proud of our school, of the opportunities we provide, and of its role in the community. We strive to create an environment where each individual is valued, an environment that fosters tolerance and compassion, vibrant, caring relationships, lifelong learning skills and a strong sense of moral purpose. We operate through a core set of values:

- **Curious** - We have active minds, immersing ourselves in new ideas with a thirst for learning. We engage with issues and ideas that have local and global significance.
- **Creative** - We are enterprising and unafraid to challenge and be innovative. We are multi-faceted and independent, understanding that skills are transferable across all disciplines.
- **Resilient** – We understand that we need to be creative and determined in order to achieve our best. We are resilient and resourceful in the face of challenge and change.
- **Respectful** - We are confident and articulate in more than one language and demonstrate appropriacy and respect through our interactions. We act with integrity and honesty, have a strong sense of fairness and take responsibility for our actions. We have self-respect and take pride in our own work.
- **Empathetic** - We reflect on and evaluate our actions and the actions of those around us in order to have a better understanding of the world and our place within it. We are empathetic and compassionate and understand that our lives are interdependent with other people's lives.

Coopers School became a Grant Maintained School in the 90's, followed by a Foundation School and then became an Independent Academy in March 2011. It is a founder member of the William Willett Learning Trust and acts as a sponsor for Mead Road Infants School. We are also a founder member of the Bromley Schools Collegiate with an Ofsted outstanding judgement for ITT. The Trust is due to expand further for 1 September 2017 subject to consultation. We are really excited at the increased opportunities for collaboration and career opportunities for staff.

Our examination results at Key Stage 4 have shown many rises. We are most proud of our post 16 outcomes, the end of the seven year journey, which see ALPs 2 Grades for AS and BTEC and ALPs 3 for A2, significantly above national average. A range of post 16 courses are taught. We are a World IB School and we offer, A levels, AS courses, BTecs and the IBCP. We are the only school in Bromley to offer IBCP (Careers Programme) and currently only about twenty schools

in the country can teach this. Of a role of 1600, 320 students are in the Sixth Form. We have an impressive number of young people leave us for top universities and apprenticeship programmes.

### **Our Students**

Our students feel happy and secure. We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to assume and enjoy responsibility through our Student Leadership and Ambassador Teams. Our highly skilled staff work closely with students to monitor their progress to ensure they exceed their potential. There is an excellent student volunteer peer mentor scheme and students are encouraged to play an active part in the running of the school.

We understand that students need a range of skills and opportunities to fulfil their potential and therefore encourage students to undertake a full range of extra curriculum activities in addition to the educational requirements. We have an extensive enrichment programme, the full details of which can be found on the website.

### **Our Staff**

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. To this end, we have a vibrant and varied Continual Professional Development programme, which is personalised each year to support both our main school priorities and the individual needs of staff. This programme includes opportunities to share excellent practice between colleagues as well as drawing on external expertise. Cross collaboration between other local schools and schools in the Trust is also encouraged so that best practice is formulated. We encourage and support further learning and research.

Staff give freely of their time to the broad extra-curricular programme which includes sports, music, drama and a host of trips, exchanges, clubs and other activities. There is a blend of youth and experience among the staff and newcomers have always commented on the warm welcome they have received.

Coopers School is an Equal Opportunities employer.



Mrs Shirley Puxty BSc (Hons) NPQH  
Principal  
CEO – William Willett Learning Trust



Mrs Sue Wood BSc (Hons) NPQH  
Headteacher



## FACILITIES

Coopers' campus is set in 33 acres of parkland on the edge of Chislehurst.

The School offers exceptional educational facilities which are continually being extended and developed. We have recently been successful in securing over £8million to enhance our facilities in our peaceful setting. We have now built a £3million new Performing Arts Block which opened in September 2015.

We live in a time of such rapid technological and scientific change that new ways of teaching are needed to prepare children for the world we live in today.

To support this, our technological facilities include:

- Twenty networked computer suites across the school
- Six networked Apple Mac computer classrooms
- Over four hundred wireless laptops available across the site
- Industry standard machinery including a laser cutter and CAD/CAM equipment
- State of the art digital cameras and iPads for sports students to self-assess their performance

## GENERIC JOB DESCRIPTION: VICE PRINCIPAL

<b>POST TITLE:</b>	Vice Principal
<b>STATUS:</b>	Full time, permanent
<b>RESPONSIBLE TO:</b>	Head of School
<b>GRADE:</b>	L19-L23

### All staff at Coopers School are expected to:

- actively contribute to the School's achievement culture;
- share our common values of Curiosity, Creativity, Resilience, Respect and Empathy in the face of challenges;
- make a commitment to achieving the highest possible standards in all areas of their work;
- contribute to the development of the school's ethos

### The key purpose of this post is to:

- Raise standards in all aspects of the School
- Develop effective learning throughout the School
- Establish and embed Professional Development of staff focused on self-review and achievement

### Objectives

Working as part of the Principal's Leadership Team, a Vice Principal will provide vision, leadership and direction for the School in line with the strategic objectives and targets as outlined in the Annual School Improvement Plan. Vice Principals will play a key role in innovation and developing excellence in every aspect of operation which ensures that the School remains at the forefront of educational practice.

The Principal's Leadership Team will have responsibility for the following aspects of the School:

- shaping the future through strategic leadership and management
- leading learning and teaching to ensure maximum student attainment and progress
- leadership and management of staff, securing accountability and developing a culture of success
- financial leadership and management of specific resources
- strategy, vision and ethos
- community cohesion

Specific individual responsibilities will be negotiated and agreed with the Principal annually. Initially, this post holder will carry the responsibility of Curriculum Vice Principal and oversight of Key Stage 4.

In addition to the general duties of a teacher a Vice Principal will undertake the following activities:

### Leadership Responsibilities

- lead by example supporting the ethos of the School in a way in which inspires, motivates and challenges students and staff
- monitor the quality of learning and teaching through regular observation and feedback as part of an annual review and as otherwise required
- ensure that all students are prepared for the opportunities, responsibilities and experiences of the outside world
- support the work of faculties (the successful candidate will line lead faculties)

### Learning and Teaching

A Vice Principal will play a key role in maintaining and driving up standards in the areas for which they have responsibility. This will include securing high quality learning and teaching and high standards of achievement for all students. This will be achieved through the following roles:

- Link Vice Principal to allocated Team Leaders, Assistant Principals and Faculties
- mentoring and coaching students
- identification and implementation of appropriate strategies to support staff and students to achieve success and realise their full potential

### Monitoring and Review

A Vice Principal will play a key role in the strategic monitoring, evaluation and review of a range of data to support the achievement of overall school targets. This will include:

- attainment targets for faculties and individual teachers
- individual student progress targets
- contribute to the annual review and self-evaluation process

**Liaison**

A Vice Principal will work with a wide range of both internal and external stakeholders to secure the commitment of the wider community to the ethos and general aims and direction of the School. These may include:

- members of the Extended Leadership Team and School Leadership Teams
- teaching and support staff
- students
- parents and carers
- members of the external community and other external agencies.

**Staff Development**

A Vice Principal will be committed to both their individual professional development and the development of the staff for which they have responsibility. This will include the following aspects:

- involvement in the induction of new staff
- coaching and mentoring staff as part of faculty Line leadership or associated with specific individual responsibilities
- recommending individuals for and supporting the completion of specific individual professional development opportunities as identified through performance management or to support areas of individual responsibility
- participation in the School's annual appraisal scheme

**Other Duties**

Any other reasonable duties as requested by the Principal.

<b>Person Specification - Vice Principal</b>		<b>Essential</b>	<b>Desirable</b>	<b>Application (A)</b>	<b>Task (T)</b>	<b>Interview (I)</b>	<b>Score</b>
<b>Education and Training:</b>	Qualified Teacher Status (A)	✓					
	Good Honours Graduate in an appropriate subject (A)	✓					
	Evidence of use of significant and relevant further study which has impacted on your work (A,I)	✓					
<b>Through your experience be able to:</b>	Demonstrate that you have significant and varied leadership (A, I)	✓					
	Demonstrate that your leadership responsibilities have had a positive impact on the work of others (A/I)	✓					
	Identify successful leadership of whole school developments which have improved the experience of students (A/I)	✓					
	Demonstrate how a pastoral role has impacted on student success (A/I)		✓				
	Demonstrate that you have had experience of curriculum development that has had a positive impact on student success (I)	✓					
	Provide evidence of excellent teaching in 11-18 comprehensive education as identified by analysis of outcomes (I)	✓					
	Draw on your experience as a member of the school's leadership group to show how you have managed change and school wide initiatives (A/I)	✓					
	Provide evidence of your use of strategies which have successfully raised student achievement (A/I)	✓					
	Provide evidence of your use of development planning which has raised whole school achievement (T/I)	✓					
	Provide evidence of your ability to manage the organisational duties and the day to day interactions with staff, students, parents and other stakeholders that are required of a post at a senior level (A/I)	✓					
<b>Be able to provide evidence that you possess:</b>	The skills of an excellent classroom teacher (I)	✓					
	High quality interpersonal skills (I)	✓					
	The ability to lead and work as part of a team (A/I)	✓					
	Tenacity, energy and an ability to be flexible (I)	✓					
	A proactive style and that you are able to make decisions (I)	✓					
	An analytic mind that is ambitious, personally and for the school (T/I)	✓					
	An educational vision focused on students (I)	✓					
An excellent range of communication skills; listening as well as speaking, presenting, writing (A/I/T)	✓						

#### **Code of Practice on Language Requirements**

- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.
- Ability to listen to stake holders and understand their needs.
- Ability to tailor your approach to each conversation to be appropriate to the stake holder, responding clearly with fine shades of meaning, even in complex situations.

September 2017

**“Coopers School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”**

# Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form which can be found on the website (under vacancies). Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. Instructions and advice on "How to apply" can be found on the website: [www.coopersschool.com](http://www.coopersschool.com)

## Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

- Candidates should be aware that all posts in the Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

## Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents if external applicants:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy CRB requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people and staff
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Barred List
- Satisfactory CRB/DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

### **For teaching posts:**

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.