



Haberdashers' Aske's Crayford Academy

Part of Haberdashers' Aske's Federation



Vice Principal – Pupils & Outcomes



Dear Applicant,

Thank you for your interest in the post of Vice Principal – Pupils and Outcomes 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.

The very good GCSE results our pupils achieved last year have enabled us to establish a sixth form, which represents the final part of our jigsaw in providing a model of all-through education, unique in the Borough of Bexley. 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 be in charge of pupils and their progress, taking 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. One of your priorities would be to ascertain how the school might improve pupil outcomes by reviewing this provision.

I firmly believe 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. 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. It is no surprise to me that my current Vice Principal is leaving this role to take up Headship. The opportunity for you to advance your career here is first class.

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 GCSE success and fill our Sixth Form. 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.

Whilst your direct strategic responsibility will not be for the quality of teaching, or curriculum and assessment, you will quality assure these as part of the senior leadership team. You must ensure both deliver outstanding pupil outcomes and a student body that demonstrates a *thirst for knowledge*. You will provide evidence of this by managing our self-evaluation and the preparation and monitoring of the school development plan.

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 calibre 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 k.matthews@haaf.org.uk by 12 noon on 13th January 2016.

Good luck with your application.

Richard Farrow
Principal

Job Description

Vice Principal – Pupils & Outcomes

Core Purpose

You will work as part of our leadership team evaluating the impact of teachers, departments, interventions and the curriculum. You will take a lead role in quality assurance and be able to articulate these judgements in the school Self Evaluation document, which you will edit. As editor of the school Self Evaluation you will be ideally placed to manage the production of the Academy annual plan and monitor its implementation.

You will provide the the governors, Principal and the rest of the Crayford Leadership Team with reassurance that the strands of the annual plan are being implemented successfully, and where this is not the case, what remedial action is being taken.

The successful candidate will also have strategic responsibility for the pastoral care of pupils, the appropriateness of extra-curricular activity in providing an education for character and be a champion for pupils, ensuring they are able to demonstrate a 'thirst for knowledge'.

In order to achieve these aims, you will have to be a first class communicator, able to disseminate the ambitions of the school clearly and powerfully. It is essential that you are able to analyse performance information skilfully and write reports highlighting areas of strength as well as vulnerability. Your spoken and written English must be of a high calibre and you must be confident in your ability to present to a variety of audiences, including Governors, the Federation Executive team, all staff and pupils.

You must be an advocate of all-through education, understanding the impact of destinations for pupils transitioning between key stages. You will expect nothing less than age-related progress for our children and share our commitment to achieving results that improve upon this.

Key accountabilities for this role

- To be responsible for managing the production of the school's Self Evaluation and providing challenge should the quality of teaching, leadership and management, academic standards or the behaviour of pupils fall below our expectations of excellence
- To contribute to the relevant areas of the annual plan and provide quality assurance on its direction and impact
- To be committed to securing first class pastoral care for our pupils which can be measured by the progress they make in school - personally, socially and academically
- To take overall responsibility for all aspects of the school's pupil focussed services and in doing so ensure that all groups of children within the school meet or exceed age related expectations of them
- To lead and manage all aspects of the pastoral development of students and in doing so enhance their life chances and destination choices
- As part of the Crayford Leadership team, to establish and maintain a culture that promotes and celebrates academic and wider achievement. To measure the impact of this through feedback from pupils and their parents on a regular basis

Strategic Development

- Support the Principal in developing and communicating a clear strategic vision articulated with clarity in the Academy annual plan
- Motivate and empower others to carry the vision of the school forward
- As a result of the work on self-evaluation, advise the principal and CLT of the priorities for the Academy annual plan and manage the production of this plan;
- To ensure the Academy annual plan reflects increasing challenge each year and in doing so motivates leaders in the school
- Monitor and report on the implementation of the Academy annual plan to the Principal and CLT Model the values and vision of the school and the Haberdashers' Federation of schools
- Contribute to the preparation of all academy documentation, including the Academy handbook, the Self Evaluation, the Academy annual plan, Governors' reports and academic standards reports for the Principal

Pupils

- In collaboration with CLT, to take joint responsibility for the quality of teaching and provide appropriate challenge and interventions where this is less than good
- Ensure that performance data is used effectively to monitor, track and improve academic standards
- Develop and implement effective systems that permit data to be collected and tracked, securing the highest standards of behaviour and attendance across the academy through measurable interventions
- Ensure the effective implementation of the academy rewards and sanctions policy, and to ensure this policy is continuously evaluated and developed for maximum impact
- To take the lead on all matters related to Inclusion and have responsibility for the impact of interventions for pupils with additional educational needs through line management of the SENCO
- Ensure an effective programme of PSHCE, assemblies and tutor periods which contributes measurably to our determination to provide an education for character
- Ensure the role and work of the Student Voice Executive (SVE) across all phases of the Academy is developed and provides an effective mechanism for students to take part in the leadership of the school
- Ensure effective, seamless transition strategies across all Key Stages

Staff

- Provide direction in the leadership of staff and their management, ensuring effective working relationships are maintained
- Maximise the contribution of staff to improve quality and standards across the Academy
- Manage the effective deployment of tutors to classes and oversee and develop the Form Tutor / Class Teacher role across the academy
- Meet with the SENCO, Heads of Key Stage and Pastoral Support Managers and report regularly to the Principal and to CLT generally on all pupil matters
- To be a model of high professional standards in all aspects of Academy life and to lead by example

- To provide a positive role model for all staff and students and to demonstrate a shared commitment to the vision of the Academy within its all-through Federation context

Accountability

- Attend and report to Governors' meetings as required by the Principal and CEO
- To take responsibility for own professional development in discussion with the Principal
- To liaise regularly with parents to create a cooperative and effective relationship which promotes learning and supports teaching at all Key Stages
- Ensure that parents and students are well informed about student attainment and progress and that a high quality reporting system is in place
- Encourage and develop good relations between the Academy and the local community
- Work collaboratively with the other academies within the Haberdashers' Federation as well as other schools locally, nationally and internationally where possible

Other

- Deputise for the Principal as and when required
- Assist in the oversight and management of the day to day organisation of the Academy
- Chair staff meetings and briefings as required across the Academy
- Planning and coordination of Academy events as required, including church services, performances, parents evenings / consultation, community, charity events etc
- To have an allocation of classes to teach
- Undertake any other tasks reasonably required by the CEO or Principal and the above job description will be subject to annual review.

Person Specification

We are seeking to appoint an outstanding practitioner who:

- Is able to demonstrate the impact they have had in delivering outstanding pupil outcomes to a wide range of abilities
- Can provide examples of strategic leadership in a whole school context that has brought about an improvement in pupil outcomes
- Is committed to the concept of all-through schools and comprehensive education where all children are expected to make progress beyond expectations of them
- In addition to qualified teacher status can provide evidence of further professional development including ideally further qualifications to Masters Degree standard or equivalent
- Is a committed professional who does not accept second best and who has high levels of expectation and standards
- Has high level analytical ability and is able to use data effectively to inform strategy
- Has excellent communication skills both orally and in writing
- Is aspiring to be an outstanding Head Teacher / Principal
- Can demonstrate 'presence' and authority across the academy
- Can demonstrate the ability to see tasks through to a successful conclusion

- Can connect in a positive way with students across all key stages
- Has an excellent record of attendance and punctuality
- Understands the importance of team work and is a committed team player
- Is excited by change and is able to turn innovative thinking into practical, successful leadership
- Is able to enthuse, communicate with and motivate staff, developing positive working relationships
- Can manage time effectively, balancing classroom practice, the leadership role and continuous personal and professional development

RIF 2015

The Appointment Schedule

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| Wednesday 13 th January 2016 (12 noon) | closing date for applications |
| Friday 15 th January 2016 | longlisted applicants invited for interview |
| Friday 15 th – Tuesday 19 th January 2016 | period allowed for longlisted applicants to complete a psychometric test |
| Thursday 21 st January 2016 | Long list interviews |
| Friday 22 nd January 2016 | Shortlist interviews |

Haberdashers' Aske's Federation statement of values, aims and ethos

The Haberdashers' Aske's Federation is a Federation of three all-through state-maintained independent 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 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 will 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 our values of mutual respect, self-discipline and self-confidence
- A respect for tradition that embraces innovation and challenge

Haberdashers' Aske's Crayford Academy

Crayford Academy, formerly Barnes Cray primary school, joined the Federation in 2009. Unusually this Academy opened as a primary school and is now growing 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. This September the Academy opened its sixth form as the first cohort of secondary students reached year 12.

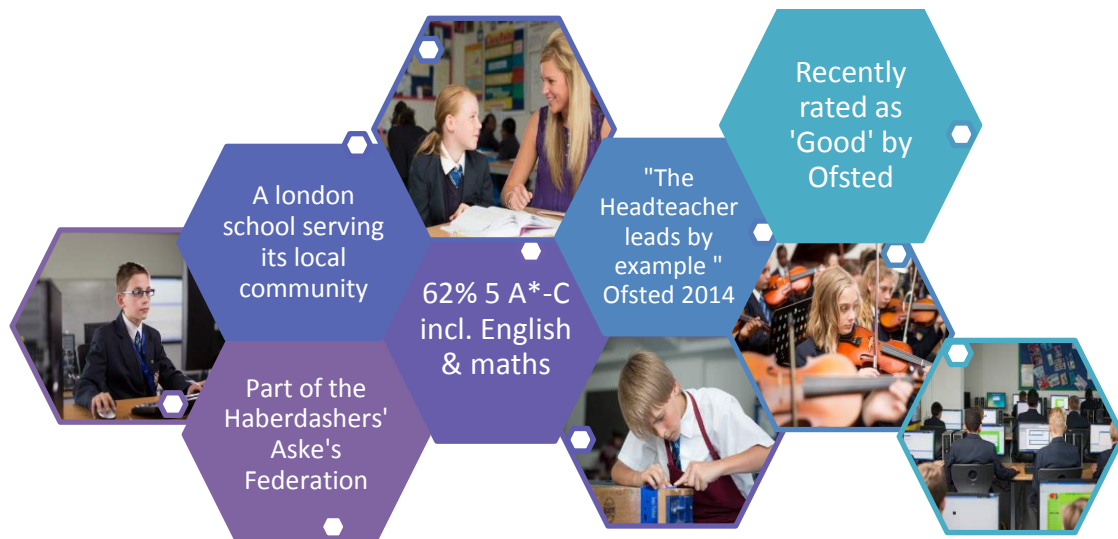
At Haberdashers' Aske's Crayford Academy we provide an exciting and innovative model for education within the community that we serve, with broad appeal to parents and pupils alike.

Offering education across all key stages which has consistently been judged 'Good' by Ofsted, most recently in December 2014. We are oversubscribed in reception and year 7 and are currently developing our sixth form provision, which opened in September 2015. Our first GCSE cohort significantly exceeded expectations of them based upon the children's key stage 2 results.

Facilities at the school are first class, from the building itself to the resources which support the delivery of a broad curriculum. Our playing fields, gymnasium, drama theatre and ICT

facilities all contribute to ensuring we deliver an education for character, a feature of all Haberdashers' schools that is part of our DNA. We have a dynamic staff, intent on raising standards for our pupils, developing them as lifelong learners and providing opportunities to enable them to succeed in their chosen 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 of 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 Award Scheme, the Combined Cadet Force, Debate Mate and Tycoons for Schools amongst a range of other initiatives. Our dedicated Careers and Destination Co-ordinator works closely with all pupils to ensure they have secured an appropriate post 16 pathway for further success.



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.

Our Sponsors

The Worshipful Company of Haberdashers

The Haberdashers' Company is one of the Great Twelve Livery Companies and has a long history closely connected to the development of the City of London. .

Dedicated to raising standards academically and fully developing pupils to achieve their potential in life, The Haberdashers' Company now plays a major role in the provision of support to education and is a vibrant participant in new educational initiatives.

Temple Grove Schools Trust

The federation also receives sponsorship from the Temple Grove Schools Trust, specifically for the benefit of the younger students.

The Trust's contemporary aim is to inspire excellence in primary education, particularly in schools in disadvantaged areas, whilst sharing best practice between the state and private sectors.

Recruitment process

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

Psychometric assessment
Biographical and competency based interview
Classroom observation
Visit around the school

Non-teaching vacancies

Biographical and competency based interview
Case study (if applicable)
PowerPoint presentation (if applicable)
Software tests (if applicable)

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 emailingcrayfordHR@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

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.

Newly Qualified Teachers (NQT's)

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

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. Please click on the link below to complete a short questionnaire <http://www.surveymonkey.com/s/F63C87N>

Our Location

Haberdashers' Aske's Crayford Academy &
Crayford Temple Grove – South Campus
Iron Mill Lane
Crayford
Kent
DA1 4RS

Crayford Temple Grove – North Campus
Chrome Road
Slade Green
Erith
Kent
DA8 5EL

Tel: 01322 402 180



Crayford 428, 492, 96
Slade Green 89



Crayford and Slade Green rail stations are approx. 30 minutes from London