



HABERDASHERS' ASKE'S KNIGHTS ACADEMY

A Specialist Sports College

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HABERDASHERS' ASKE'S
KNIGHTS ACADEMY

HEAD OF PRIMARY PHASE
Information Pack



HABERDASHERS' ASKE'S KNIGHTS ACADEMY

An all-through 3 to 18 Academy

Principal: Dr Tesca Bennett



April 2016

Dear Applicant,

Thank you for taking the time to find out more about Haberdashers' Aske's Knights Academy and the opportunity to join our school community.

Haberdashers' Aske's Knights Academy is part of the Haberdashers' Aske's Federation Trust. This is a hard Federation of three oversubscribed 3-18 schools in the south East of London, the other two schools being Haberdashers' Aske's Hatcham College and Haberdashers' Aske's Crayford.

HAKA opened in 2005, as one of the early sponsored Academies, with the addition of a primary phase in 2010, subsuming two very low-attaining local authority controlled schools to become a large all through 3-18 Academy. The primary phase has grown from a one and a half form entry school to a two form entry in 2014 following a programme of expansion and renovation. The academy serves the families of the local community in The London Borough of Lewisham and since 2005 has been on an impressive trajectory of improvement. Comparing the current key GCSE benchmark of 5 or grades A*-C including English and mathematics, like for like, this indicator has risen dramatically from single figures to national in 2015. From EYFS to KS4 pupil outcomes have improved from being significantly below average to above or broadly in line with national. As you can see the progress of the school from a small, under-subscribed, failing 11-16 school that it was prior to 2005 to the large, 3-18 school that it is today has been dramatic and the result of a much hard work by all concerned.

The Academy is a vibrant, diverse school community with a relentless focus on high expectations and aspirations. We strive for excellence in all that we do, whether that is standards of academic attainment, presentation, or behaviour. We are a good school that is always striving to be better and you will join us in this exciting phase of improvement and growth. We believe that all children and young people can succeed, it is a highly rewarding environment to work within and a school which provides real life chances to the children and young people of the community we serve. Turning a school around is neither quick nor easy and takes place in phases and Knights Academy has a clear vision and systems to achieve its priorities and move to outstanding. Our clarity and direction is based on raising achievement and high expectations to ensure our overall goal that all children make at least good and preferably outstanding progress and that achievement gaps are closed.

I am determined to build upon the 'Good' judgements for pupil achievement and leadership and management along with the significant improvements that the school has made by moving to outstanding in the next 12months. I am therefore looking for an exceptionally talented leader and committed educationalist with the vision necessary to create an exceptional primary school.

As part of the Haberdashers' Aske's Federation there are excellent opportunities for professional learning, within the Academy and across the Federation. All teaching staff use iPads and innovation, creativity and ambition is supported throughout the federation. 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.

I hope my determination to take the school to the next level is evident because we know that pupil's deserve an outstanding education. 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. At Knights Academy explicit opportunities are created to support leaders in their development to support high performance within our teams and chains of accountability. You will work alongside peers of the very highest calibre from across the Federation. This job offers you an opportunity to showcase your talent and demonstrate your capacity to make a real impact in education.

Applying for a new role is a decision comes with much thought and reflection and I hope that we have given you all the detail and information that supports you in making the decision to proceed with your application.

If you are seeking a career move, that will challenge and develop your skills, where high standards and expectations are the norm, within a supportive and outward facing environment, then I should be really delighted to hear from you and receive your completed application form by email to k.ibrahim@haaf.org.uk by **12 noon on 25th April 2016**

Yours sincerely

A handwritten signature in black ink, appearing to read 'Tesca Bennett', written in a cursive style.

Dr Tesca Bennett
Principal

JOB DESCRIPTION

Head of Primary Phase



PURPOSE

The core purpose of this post is to deliver the overall Federation vision within the primary years at Knights Temple Grove

The key accountabilities of the post are:

- To raise academic standards across the primary phase of the academy and be committed to achieving excellence in all areas of academic life
- To establish and maintain a culture that promotes and celebrates academic and wider achievement
- To develop a personalised learning approach where each individual pupils' needs are catered for
- To prepare thoroughly for successful inspection outcomes
- To have responsibility for the day-to-day leadership and management of the primary phase
- To work in partnership with other Federation staff as required and to work within the context of a Federation
- To take a lead role in the Federation primary QA programme
- To take responsibility as Haberdashers' Aske's Knights Academy lead primary practitioner in developing practices that promote and support the development of the Federation's all through school ethos

Key Responsibilities:

1. Strategic Development

- Support the Principal in developing and communicating a clear strategic vision of how to develop the academy successfully
- Motivate and empower others to carry this vision forward
- Take responsibility for the Knights Temple Grove self-evaluation and improvement plan that pertain to the brief for this role
- Model the values and vision of the Federation
- Contribute to the preparation of all academy documentation, including the Knights Academy handbook, Governors' reports, and similar
- To actively contribute to and be a key member of the Knights Academy Leadership Team in planning the strategic direction and day to day operation of the Academy as a whole

- To prepare and regularly review the Knights Academy self-evaluation and school improvement plans
- To develop a primary phase leadership team which drives forward the primary agenda within the academy
- To play a key role in the appointment of staff to the primary phase
- To take overall responsibility for professional learning and staff training requirements within the primary phase

2. Staff

- Line manage the primary phase leadership team ensuring that challenging targets are set and that the quality of their work is rigorously monitored
- Ensure all that staff within the primary phase are appraised in line with Federation PM policy
- Develop, manage and monitor the provision of continuing professional development opportunities for staff within the primary phase, that seek to raise standards and attainment
- Ensure that trainees, NQTs and new teachers to the primary phase are offered appropriate support, mentoring and training including statutory training and support
- Manage the effective deployment of staff to classes and oversee and develop the role of the class teacher
- Exercise effective staff leadership and management, ensuring that effective working relationships are maintained
- Maximise the contribution of staff to improve quality and standards across the school
- 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 context

3. Pupils

- Promote the spiritual, intellectual, moral, cultural, physical and social development of students
- Be responsible for the implementation of the Federation's health and safety policy within the primary phase ensuring that all staff and children are able to work in a secure environment
- Take a lead role in the development of a positive learning environment to promote excellent learning and teaching
- Promote the positive behaviour of all students and the maintenance of good order across the site
- Be responsible for the design, content and implementation of a high quality primary curriculum, ensuring regular review and enhancement as required
- Ensure that parents and pupils are well informed about pupil attainment and progress and that a high quality reporting system is in place

- 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 ensure that the quality of Teaching and Learning in the primary phase is at least “good”, moving to “outstanding”
- Ensure that performance data is used effectively to monitor, track and improve academic standards
- To ensure that all matters regarding Child Protection and Safeguarding across the primary phase are addressed in accordance with Federation policy
- Work to ensure effective, seamless transition strategies across all Key Stages

4. Accountability

- Represent KTG Academy at external seminars, conferences and other meetings as directed by the Principal
- Be committed to personal professional development
- Liaise with the Principal and Temple Grove trustees to efficiently allocate TGT funds for the direct benefit of primary pupils
- Attend governors’ meetings as required and produce primary based reports and presentations as requested
- Keep all academy staff informed of primary phase developments, achievements, activities and plans for the future
- Liaise regularly with parents to create a cooperative and effective relationship which supports outstanding teaching and learning
- Contribute to academy newsletters and develop strategies for further improving communication with primary parents
- 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

5. Other

- 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
- Undertake any other tasks reasonably required by the CEO or Principal, noting that the above job description will be subject to annual review.

PERSON SPECIFICATION

Head of Primary Phase



Category	Criteria	Evidence
Qualifications	<ul style="list-style-type: none"> • Degree • Teaching qualification • A Higher qualification in education and/or management would be an advantage 	<ul style="list-style-type: none"> • Application form • Certificates
Experience	<ul style="list-style-type: none"> • Experience in more than one school • Significant experience at senior level • Proven track record of raising educational standards • Curriculum and/or pastoral experience at senior management level 	<ul style="list-style-type: none"> • Application form • Letter of application • Selection process • References
Shaping the Future	<ul style="list-style-type: none"> • An understanding of the benefits of working within a Federation and clear and demonstrable desire to work collaboratively • A proven record of implementing change • Experience of successfully leading change and inspiring others • Proven track record of change management 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Leading Teaching & Learning	<ul style="list-style-type: none"> • Ability to lead and inspire high quality teaching and learning • Ability to inspire, demonstrate and support the highest of expectations for all • Capacity to recognise and build on the experience of monitoring and evaluation practices. 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Developing Self and Working with Others	<ul style="list-style-type: none"> • Skill to set appropriate and challenging targets • Capability to make and take decisions and delegate appropriately • Commitment to the encouragement, empowerment and training of staff • Commitment to own self development • Experience of involvement in the provision of whole school training in a school • Evidence of leading on a whole school initiative, demonstrating a strategic approach. • A clear sense of professionalism, and a commitment to upholding standards and to setting an appropriate example. 	<ul style="list-style-type: none"> • Letter of application • Selection process • References



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Pointers on how to complete a personal statement

It is very important that you tailor your personal statement for the specific job you are applying for. Highlighting measurable achievements whether they are in paid employment or voluntary work. Below are some tips for you to use when completing a personal statement.

- Relate your work experiences, skills, voluntary work and training to the essential and desirable criteria of the person specification.
- Use headings, paragraphs and spacing.
- Provide measurable examples of achievements:
 - e.g. Increased pupils attainment of A* grade in GCSE French by 20%.
 - e.g Increased efficiency by 25% while saving over £10k from the original budget.
- Get straight to the point: avoid lengthy descriptions and make your statement punchy and informative.
- 2 sides of A4
- Read your profile out loud to ensure it reads naturally.
- Spell check your statement.
- Use bullet points and active verbs

X Do not copy and paste your CV into the supporting statement

X Do not mix first and third person sentences



HABERDASHERS' ASKE'S KNIGHTS ACADEMY



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 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 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 KNIGHTS ACADEMY



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. Arising from this and in the 21st Century the Company plays a major role in the provision of support to education and is a vibrant participant in new educational initiatives. Alongside this remains a continuing commitment to charitable work that continues to play an important part in the work of the Company.

Education is of prime importance to The Haberdashers' Company. The schools that it supports in the maintained and independent sectors are of the highest national standard academically and prepare pupils for a full life. The Haberdashers' Company supports pupils, past and present, of the Company's schools, other educational establishments and young people in education.

The Company, as Trustee of the various educational charities that provide for the schools, is responsible for ensuring that the revenues are spent properly and that building projects are good value for money. The Company's Education Committee maintains close links with the schools and is kept advised of broad educational issues and initiatives.

The Company takes great interest and pride in its schools. A Deputation from the Company (a group of representatives, drawn from the Master and Wardens, Liverymen, Freeman and Company Staff) visits the schools each year.

Haberdasher schools encourage the full development of individuals, and help them to get the most out of their work and leisure time. They promote a broad tolerance of different viewpoints and consideration of others, within the context of a Christian heritage. The schools have come a long way from the approach in the early days when they were founded by four childless Puritan Haberdashers in an effort to enlighten forthcoming generations. Education was then a question of learning to repeat what was taught, no more and no less. Fortunately for today's students, education is now a matter of understanding what is taught and exploring further possibilities. The Company hopes that the young people at its schools will do just that, to the very best of their ability.



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Temple Grove Schools Trust

As well as receiving sponsorship from the Worshipful Company of Haberdashers', the federation receives sponsorship from the Temple Grove Schools Trust, specifically for the benefit of the younger students.

Temple Grove Schools Trust is a charity founded some 50 years ago and springs from one of the country's oldest prep schools, Temple Grove – founded in 1810 and the subject of the books 'Cradle of Empire' and 'Waterfield's School'. 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.

The Trust's objectives are to:

- Influence the development of education.
- Invest in projects – placing children and staff before buildings.
- Provide governance – delegating performance to professional staff and providing them with additional support.

The Haberdashers' Aske's Federation Trust

In 2005 the Federation was set up by the Haberdashers' Company in order to increase the availability of an Aske's education to more students and make a wider use of the strengths that Aske's has to offer. The first expansion of the Federation was when Knights Academy was opened in Downham on the Bromley border of Lewisham. Knights' predecessor school was Malory School, a school that had struggled with low attainment for a number of years. In 2008 Knights moved into a brand new £25m building and in 2014 the school had a GCSE performance of 57% of student gaining 5 or more A*- C grade GCSEs including English and mathematics., 53% under the new discounting measure with 54 % A*-B grades at year 13.

In 2008 the Federation was further expanded when Monson primary school joined Hatcham College to make Hatcham into a 3 – 18 all through school. Monson had, like Knights, struggled with low performance and Ofsted judgements. This year Hatcham all-through College was judged Outstanding for the fourth consecutive inspection. In 2009 the Federation grew again with the addition of Crayford Academy, formerly Barnes Cray primary school. Unusually this Academy opened as a primary school and is now growing through the years to become a 3-18 all-through school. The primary phase opened in a new building and the secondary phase has just moved into its new £29m new building.



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The Federation is continuing to grow. Our overall vision is for 50% of the year 7 intake in each school to come from its own primary phase. The Federation is firmly rooted in the local community and has built up strong partnerships with local schools and colleges. As part of a strategy of ensuring high performance of the three academies they all have a thriving extracurricular programme and each school has its specialism, music at Hatcham, sport at Knights and technology and music at Crayford. Information technology is a specialism across the Federation.

Benefits of a Hard Federation

Our vision of a hard Federation between schools is now a proven transformative model. The Federation brings schools together in a new and ambitious way. United by a single governing body, Chief Executive, Finance Director and Director of Performance and Information, they are separate schools with a Principal and Senior Management Team. 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.



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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 support positions.

Teaching vacancies

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

Support vacancies

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

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.

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 emailing knightshr@haaf.org.uk and were practical we will support your request.



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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.

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 then 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 Academy

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.

How to Find Us



Haberdashers' Aske's Knights Academy

Launcelot Road

Bromley

BR1 5EB

Haberdashers' Aske's Knights Temple Grove

Ballamore Road

Bromley

BR1 5LW

Rail: Grove Park Station

www.haaf.org.uk/Knights-Academy

M25 Junction 3

A20 towards Central London

A205 (Westbound)

A2212 towards Bromley

