



HABERDASHERS' ASKE'S
CRAYFORD
ACADEMY

2019-20
ETAP ASSISTANT
PRINCIPAL
RECRUITMENT
PACKAGE





From the Principal

Dear Candidate,

Thank you for your interest in considering our Executive Talent Acceleration Programme.

This programme is designed to provide the successful applicant with up to two years senior leadership experience within one of our schools along with a professional senior leadership-training package that will draw upon the breadth of experience we can offer as a Federation of all-through academies. The expectation is that on completion of the programme the applicant should be ready to transition into a Deputy Headship or a Vice-Principal position and rapidly thereafter to headship.

This opportunity would suit a senior middle leader or an existing Assistant Head or Assistant Principal who is seeking to broaden and strengthen their leadership experience within a Federation of schools that currently provides education for over 6000 children across all phases from nursery to post 16. The successful candidate would take up the position of Assistant Principal within Crayford Academy.

As one of England's leading Federations, we believe it is important to recruit talented individuals who share our vision to be the provider of exceptional education for all our children. We firmly believe that living the distinct Haberdashers' ethos has paved the way for our long lasting success, maximising EYFS, Phonics, KS1, KS2, GCSE and A Level results, enthusiasm for high performance plus continuous improvement; and a culture of teamwork and open communication.

Our commitment to the importance of learning extends to all our staff, we are genuinely a learning organisation. We know that the success of our schools depends upon the quality of the people working within them and that attracting and keeping the best talent is the most effective way to advance a successful Federation, so we are committed to investing in you and your future, offering a competitive remuneration and benefits package, providing learning and development opportunities and career promotion.

If you are ambitious to lead a school and are hungry to undergo the development needed to be successful in that role, if you have the skills, abilities and vision that will complement and exceed the strategic plans of the federation; and become an ambassador of our brand, then we would like to hear from you.

Please read through this job application pack, and once you have completed your application form email it to Lauren Exford, HR Administrator l.exford@haaf.org.uk by the closing date, 8th December 2019.

Our school and our Federation is a uniquely exciting place to be and I look forward to receiving your application.

Mr Richard Farrow
Principal



About the Federation

A message from the Chief Executive

A very warm welcome to Haberdashers' Aske's Federation. We are a multi-academy trust of four secondary schools and five primary schools organised in four clusters:

- Borough Cluster – Borough Academy
- Crayford Cluster – Crayford Academy, Crayford Temple Grove and Slade Green Temple Grove
- Hatcham Cluster – Hatcham College, Hatcham Temple Grove and Hatcham Temple Grove Free School
- Knights Academy – Knights Academy and Knights Temple Grove

Our schools are in the London Boroughs of Bexley, Lewisham and Southwark and educate over 5,000 children and young people in central and 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 sponsors, the Worshipful Company of Haberdashers and the Temple Grove Schools Trust, 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 Operations, our four school clusters are autonomous with their own Principals and Head Teachers 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 multi-academy trust organized in four clusters, 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 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.



The Executive Talent Acceleration Programme

The Executive Talent Acceleration Programme

Our Federation is offering this programme because we believe that the role of school leader is an incredibly important one, and preparation for success in this field cannot be left to chance. We have developed a very clear view about what it means to be a successful school leader and have been actively developing our school leadership programme for a number of years now. This programme represents a significant investment on behalf of the Federation in developing new talent. We are looking for a small number of people who have what it takes to be head teachers in the very near future. You must have the ambition and desire to make a real difference working in southeast London and to see the opportunities that arise from the challenges you will face. You will be a reflective practitioner; adept at managing yourself and in seeing the learning in the opportunities you will be presented with through this programme.

We will offer you the opportunity to develop the skills, qualities and characteristics to successfully lead a school in a community like ours, to ensure the success of children irrespective of the disadvantages they may face as a result of their backgrounds. A central component of the programme is the opportunity to lead a significant whole school improvement project where you will be supported and coached to achieve the best possible outcomes and to draw all the learning from the successes and challenges you face along the way. In addition the programme outline offers: -

- Whole school work across all phases from early years to post 16
- Coaching from the Chief Executive Officer and the Principals
- Career Guidance on route towards a Deputy Headship or a Vice-Principal post
- Training from leading practitioners
- Work placements at other schools within the Federation
- Opportunities to study for a master's qualification or other recognised equivalent postgraduate qualification
- Action research projects

Suitability

This programme would suit a senior middle leader or an existing Assistant Head or Assistant Principal who is seeking an opportunity to broaden and strengthen their leadership capacity or an experienced head of a large department or phase. You must be able to demonstrate a proven track record with evidence of the positive impact within your school.



Role Description

Assistant Principal

The ETAP Assistant Principal role will require you to work actively within the Crayford Leadership Team (CLT) in raising academic standards in line with the Federation / Academy Vision Statements.

The Role

We are looking for an exceptional candidate who is ambitious, highly motivated and with a dynamic approach to their work. With the necessary skills and attributes to have a real impact in their work the individual will work closely alongside the Senior Leadership Team to ensure that the Academy's quality of teaching is outstanding. You will also take the lead on whole school initiatives which will allow every child to develop their full potential. This role is available from April 2020 for a fixed term period of 2 years.

The Candidate

The successful candidate will need:

- To deliver strong strategic leadership
- To demonstrate excellent management skills
- To support the Principal in developing and communicating a clear vision of how to develop the Academy
- To develop external links and partnerships to ensure students have a smooth passage between all key stages
- A track record of improving pupil outcomes and delivering more than expected progress
- An ability to demonstrate a commitment to their own professional development
- To be a first class communicator with a capacity to represent the school favorably to a variety of stakeholders
- To assist in quality assuring the implementation of the Federation assessment system
- To impact positively on the quality of teaching across the academy, holding teachers to account where necessary and providing development opportunities to all staff



Key Responsibilities

Key responsibilities

To work with the Senior Leadership Team to ensure the quality of teaching is outstanding, that the school's curriculum is fit for purpose and to lead on whole school initiatives or phase.

In the nature of this role, the precise responsibilities will be developed according to the development needs of the individual and the needs of the Academy at the time of appointment. However, the responsibilities will include the following:

- To assist in quality assuring the implementation of the Federation assessment system
- To lead on whole school initiatives or phase e.g.
 - Sixth Form Development
 - Professional Learning
 - Pupil Premium Impact
- To contribute to the academy's Quality Assurance programme, including lesson observations, work scrutiny, progress data and the sharing of good practice throughout the academy
- To impact positively on the quality of teaching across the Academy
- To assist in quality assuring department self-evaluation and action planning processes
- To work with the Vice Principals in ensuring that the learning environment throughout the College/ Academy is conducive to and in keeping with our high expectations
- Develop external links and partnerships, working with the academy Careers and Transition Coordinator to ensure students have a smooth passage between all key stages
- To undertake any duties as may reasonable be required by the CEO and Principal

This job description will be subject to reasonable review



Key Responsibilities

General Responsibilities

- Promote the principle of equal opportunities in the school.
- Promote the single Federation ethos.
- Promote the school's commitment to the continued professional development of all staff.
- Undertake any duties as may reasonably be required by the Principal or CEO.
- Work within the school's framework with regard to Health and Safety.
- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- Report any safeguarding concerns in accordance with the Federation's safeguarding policies.

Person Specification

Criteria	Essen- tial	Desir- able	How identified and assessed*
Education/qualification and training			
Degree	x		AP,R
Teaching Qualification	x		AP,R,
Experience/Knowledge/Skills			
High Quality teaching skills	x		AP, AS, R, I
High expectations of pupils learning and attainment	x		AP, AS, R, I
Strong commitment to school improvement and raising achievement for all	x		AP, AS, R, I,P
Ability to build and maintain good relationships	x		AP, AS, R, I
Ability to remain positive and enthusiastic when working under pressure	x		AP, AS, R, I
Ability to organise work, prioritise tasks, make decisions and manage time effectively	x		AP, AS, R, I
Empathy with Children	x		AP, AS, R, I
Good communication and interpersonal skills	x		AP, AS, R, I
Stamina and resilience	x		AP, AS, R, I
Successful experience of team leadership at middle leader level, or as an existing middle leader	x		AP, AS, R, I
Ready to rise to the next challenge in their professional development and is ambitious in looking for progress in leadership/headship	x		AP, AS, R, I
Energetic, enthusiastic and possesses a “can do” attitude to work	x		AP, AS, R, I
Finds solutions to difficult problems and issues	x		AP, AS, R, I
Positive role model to staff and pupils	x		AP, AS, R, I
Can make a positive contribution to the ethos of the school		x	AP, AS, R, I
Determined to provide challenge in order to raise standards and tackle complacency where it is seen to exist	x		AP, AS, R, I
Criteria			
Experience of leading and planning whole school initiatives		x	AP, AS, R, I
Can provide evidence of successful collaborative work	x		AP, AS, R, I
Experience of leading/coordinating professional development opportunities	x		AP, AS, R, I

Is excited by change and able to turn innovative thinking into practical and successful management	x		AP, AS, R, I
Good understanding of the curriculum at all stages	x		AP, AS, R, I
Excellent organisational and communication skills necessary to engage all stakeholders	x		AP, AS, R, I

* AP: application, AS: assessment, I: interview, P: presentation; R: references



Additional Recruitment Information

Recruitment Schedule

- Closing date: 8th December 2019
- Interview date: w/c 9th December 2019

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 crayfordhr@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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