

HABERDASHERS' ASKE'S

**KNIGHTS
ACADEMY**



2017-18 VICE PRINCIPAL RECRUITMENT PACKAGE

AN ALL THROUGH
3 - 18 ACADEMY

www.haaf.org.uk



From the Principal

Dear Candidate

Thank you for your interest in the post of Vice Principal at Haberdashers' Aske's Knights 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.

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. The opportunity for you to advance your career with us is first class.

Knights Academy is a vibrant, diverse school community with a relentless focus on high expectations and aspirations. The academy opened in 2005 and, with the addition of a primary phase in 2010, subsumed two very low-attaining local authority controlled schools to become a large all through 3-18 Academy. We serve the families of the local community in the London Borough of Lewisham and since 2005 we have been on a trajectory of rapid improvement. We strive for excellence in all that we do, whether that is standards of academic attainment, presentation, or behaviour.

The Federation currently comprises three all-through schools and one free primary school, which totals over 5,000 students and 600 staff. The scale of expertise and leadership across our Federation gives us enormous capacity. It is this capacity that has resulted in the success of the Federation, and it is this capacity that allows us to mount new ventures and allows our staff to take on new opportunities and rapid development trajectories.

Our school and our Federation is a uniquely exciting place to be and I hope that you decide to join us in our current phase of rapid development and growth.

Dr Tesca Bennett
Principal
Haberdashers' Aske's Knights Academy



From the Chief Executive

A message from the Chief Executive

A very warm welcome to Haberdashers' Aske's Federation. We are a Multi-Academy Trust of three secondary schools and five primary schools organised as three all-through 3-18 academies and a primary free school:

Haberdashers' Aske's Crayford Academy

Haberdashers' Aske's Knights Academy

Haberdashers' Aske's Hatcham College

Hatcham Temple Grove Free School

Our schools are in the London Boroughs of Lewisham and Bexley and educate over 5,000 children and young people in south-east London. All our schools have a single vision and ethos and are committed to valuing tradition, as well as progress, and promoting excellence in every area of school life, and to ensuring every student in our care fulfils their potential. We have a strong ethos based on mutual respect and responsible behaviour.

Our Principal Sponsors, the Worshipful Company of Haberdashers, take a keen interest in the welfare and progress of our students and are extremely generous with their support and expertise.

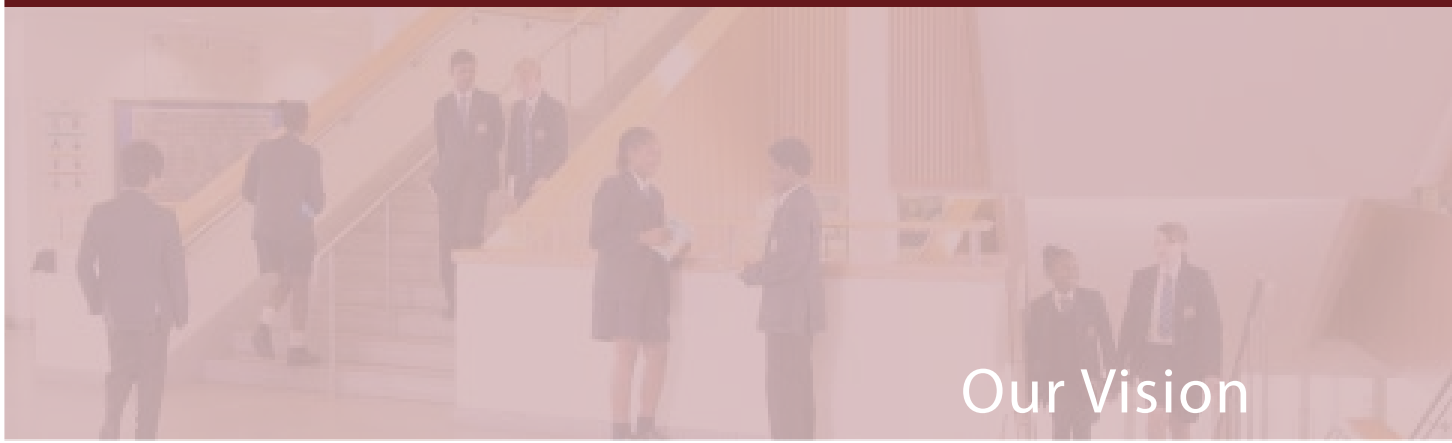
Being part of a Multi Academy Trust

Our Federation brings together primary and secondary schools in an innovative and ambitious way. United by a single Trust Board, Chief Executive, Finance Director and Director of Performance, our three all-through school clusters are autonomous schools with their own Principals and senior leadership teams.

At the same time, links develop at every level and in every area of school life. There are excellent opportunities for sharing resources, learning from each other and student and teacher exchange. The Federation is at the cutting edge of national educational initiatives, committed to research and development and to adopting creative solutions that will benefit all students.

All our students are inspired to reach their full potential, no matter their ability or background; aspirations and achievements are constantly raised; the improvement of standards reflects the needs of the local and wider communities, through the highest quality academic 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
Chief Executive Officer



Our Vision

The Haberdashers' Aske's Federation is a Federation of three all-through academies, each at the heart of their community that share a vision for the education of children and young people. Our vision is built from our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect. We are forward-looking and value innovation within the context of our long tradition of providing excellent education. Based upon these values we aim to ensure all the children and young people who come to our schools:

- are happy and safe at school and are able to learn successfully within a supportive environment.
- are able to achieve their full potential personally, academically and socially.
- develop and grow as independent, resourceful and resilient individuals.
- are equipped with the skills, qualifications and love of learning they will need to be successful

“We are forward-looking and value innovation within the context of our long tradition of providing excellent education.”

We will achieve these aims by providing a safe environment where all children and young people can succeed through:

- Provision of a curriculum that is stretching, relevant and provides each student with the opportunity to excel.
- High expectations of every member of our community.
- Excellent teaching, leading to the highest standards of academic excellence.
- The best standards of behaviour based upon our values of mutual respect, self-discipline and self-confidence.
- A respect for tradition that embraces innovation and challenge.



Role Description

Vice Principal

To play a major role under the direction of the Principal in delivering the aims and objectives of the Academy, to lead the curriculum and its development, to ensure there is an effective, accurate and robust Assessment and Reporting regime; to use data and student tracking information to inform a constant improvement agenda and to ensure student progression, attainment and achievement are maximised; to develop systems, policies, people and structures through which the goals of the Academy are achieved, managing staff and resources to achieve the aims and objectives of the Academy, particularly with regard to Curriculum & Assessment matters, and monitoring progress towards their achievement; and to support our values. These responsibilities may vary over time to suit the needs of the school or to allow staff wider experience and professional development.

Key responsibilities

- Devising and maintaining a curriculum which, at all stages, offers appropriate, challenging and enriched opportunities for academic development aimed at:
 - a. all students achieving their personal best;
 - b. providing suitable platforms at the end of each Key Stage from which students can maintain progress into each “best-next-step”.
- The monitoring and development of the Academy curriculum in order to ensure the specific details of, and new opportunities in, course assessment and qualifications.
- Analysing and reporting on the results of assessment, and implementing action with staff, students and parent in response.
- Ensuring there is an accurate and robust Assessment and Reporting regime which establishes targets, tracks progress and measures outcomes at the levels of individual student, individual staff member, individual Department and ‘Whole School’ so that all stakeholders are fully aware of how well the Academy is performing at every level and how it can improve.



Role Description

General responsibilities

The Vice Principal will:

- Collecting, analysing and utilising academic data at all levels to inform a constant improvement agenda, embracing remedial action as well as rewards, and the celebration and sharing of good practice.
- Tracking and monitoring individual student progress and establishing intervention strategies to develop student academic performance and department performance.
- Establishing internal and external examination and other assessment systems which ensure that proper and steady progression is being achieved across and between all year groups.
- The analysis of internal and external assessment data throughout the Academy in order to identify trends and provide support improvement for students and departments where appropriate.
- Revision programme for internal and external examinations.
- Co-ordination and monitoring of controlled assessment deadlines and progress.
- Ensuring that the Academy specialism enriches the overall academic development of all students.
- Designing, directing and appraising the work of key staff working under the Vice
 - o Principal's immediate supervision and who have day-to-day responsibility for:
 - o data management and reporting;
 - o examinations, cover and invigilation;
 - o the College specialisms;
 - o educational visits;
- Teaching and assembly duties.
- Any other duties as reasonably required by the Principal, including an appropriate amount of classroom teaching.
- 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

Person Specification

Criteria	Essential	Desirable	How identified and assessed*
Education/qualification and training			
Will hold a good honours teaching degree (Secondary). Qualified teacher status (QTS). Evidence of further professional development.	✓		AP,I, R, AS
A higher qualification in education and/or management.		✓	AP,I, R, AS
Knowledge and skills			
Substantial secondary school teaching experience		✓	AP,I, R
Experience of strategically managing a curriculum for student with diverse needs, leading to school improvement		✓	AP,I, R
Experience of working strategically with data	✓		AP,I, R
Understands characteristics of effective teaching and learning strategies used to raise student attainment and achievement	✓		AP,AS,I,R
A demonstrable record of excellent classroom practice	✓		AP,AS,I,R
Experience in school self - review and evaluation	✓		AP,I, R
Experience			
Ability to delegate responsibility with accountability		✓	AP,I,R
Ability to take an active role in developing school targets		✓	AP, AS,I, R
Ability to inspire, demonstrate and support the highest expectations	✓		AP,I, R
Is a 'can do' person who works positively and collaboratively	✓		AP, I, R
Recent experience preferably gained in a second in charge role		✓	AS,I,R
Will demonstrate the ability to lead and work within teams	✓		AP,AS,I, R
Is committed to introducing a range of innovative and forward thinking strategies to ensure students' progress at all levels	✓		AS,I,R
Ability to motivate and inspire others: both colleagues and students	✓		AS,I,R
Commitment to safeguarding and promoting the welfare of children and young people	✓		AP,AS,I,R
Personal characteristics and other requirements			
Passionate about subject area with high professional standards	✓		AP,AS,I,R

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



Additional Recruitment Information

Recruitment Schedule

- Closing date: 29th September 2017, 12pm.
- Day 1 Interviews: 09th October 2017
- Day 2 Interviews: 10th October 2017

Recruitment Process

Once you have submitted your application, it will be assessed against the criteria in the person specification. If you attain high scores you will then be invited to attend an interview assessment.

This may include:

- Psychometric assessment
- Biographical and competency based interview
- Classroom observation
- Visit around the school
- Case study
- Presentation
- Software tests

References

Before you are invited to interview, the Academy will obtain references from your referees. In order to prevent a delay please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK

Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview you will be asked to produce original and up to date documentary evidence of your right to work in the UK.



Additional Recruitment Information

Data Protection

Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form you are giving consent to the processing of your data.

Criminal Convictions

All education establishments in the UK are exempted from the Rehabilitation of Offenders Act 1974. In practice this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the Academy before employment can commence.

Equality and Diversity

We recognise the benefits of a diverse workforce such as ideas and talent. We are committed to eradicating discrimination in the workplace; and becoming an employer of choice.

Newly Qualified Teachers (NQTs)

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

Special requirements

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

Visiting the Academy

If you are successfully shortlisted to attend an interview you will be given the opportunity to have a tour of the school.



AN ALL THROUGH 3 - 18 ACADEMY



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