



HABERDASHERS' ASKE'S FEDERATION



EXECUTIVE PRINCIPAL HATCHAM COLLEGE RECRUITMENT PACKAGE

A MULTI ACADEMY
TRUST

www.haaf.org.uk



From the Chief Executive

Dear Candidate

Thank you so much for your interest in the post of Principal of Haberdashers' Aske's Hatcham College. This post has become available because the current post-holder and Deputy CEO, Declan Jones is shifting his responsibilities to allow more capacity for his role as Deputy CEO.

Haberdashers' Aske's Hatcham College is the founding school of the Haberdashers' Aske's Federation Trust. Our Federation is a multi academy trust of three secondary schools and five primary schools organised into three all-through clusters educating around 5,000 2-18 year olds in the London Boroughs of Lewisham and Bexley. Hatcham College has a long history dating back to the original founder, Robert Aske who established the original Haberdashers' Aske's Boys school in Hoxton in 1692. This school moved to its current two sites in Jerningham Road and Pepys Road in New Cross in 1875. This history is very important to Hatcham College, as it is to the whole Aske's Federation, as it means that we have been in the business of educating young people in London since long before the government got involved!

Hatcham College was a City Technology College from 1991 until 2005 when it became an Academy and formed a Federation by taking on Mallory School to become Knights Academy. Since it became an Academy Hatcham has continued to be an extremely successful school with results that lead the borough and having been judged Outstanding in section 5 inspections in 2008, 2011 and 2014, and having recently been confirmed as Outstanding through a no notice section 8 inspection. In 2008 Hatcham became an all-through school, acquiring Monson School for its primary phase becoming known as Hatcham Temple Grove. Then in 2013 we added a further primary free school to the Hatcham cluster, this school is Hatcham Temple Grove Free School and was itself judged outstanding in its 2015 section 5 inspection. The Free School currently has children up to year 4 and so the first intake will be transferring to secondary school in 2020.

You will see that Hatcham College is a very successful school with a great deal to be proud of in the provision it makes for children and young people in the New Cross area. But I do want to be clear with you, as a prospective candidate for the role of principal, that this is not a simply a maintenance job in a school that believes the job is done. We are all very proud of Hatcham College, but the challenge remains to move the performance of the school so that progress is securely well above national averages at key stage 2, key stage 4 and in the sixth form, and this is a challenge that is shared across our whole Federation.

As you consider whether this is the job for you, you will undoubtedly be wondering what it is like to work as part of the Haberdashers' Aske's Federation. As indicated above the Federation currently comprises three all-through schools and one free primary school each serving a different community in south-east London but all sharing an overall vision and ethos. This vision and ethos encompasses the views of all staff and governors within the Federation and is the compass for the Federation Executive team. This team is chaired by me and is made up of the principals of the three academies, the Federation Finance Director and the Federation Director of Performance. Alongside the Federation Executive team each school has its own leadership team, leading to a total of 42 senior leaders across the Federation. The scale of our leadership teams overall gives the Federation 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, most recently our successful application to open a secondary free school in the London Borough of Southwark (Haberdashers' Aske's Borough Academy on Southwark Bridge Road). And it is this capacity to embark upon new challenges that makes the Federation a uniquely exciting place to be.



I believe this role offers an exhilarating and possibly unique opportunity to lead an outstanding all-through school on to its next stage of development in a vibrant part of London. Not only that but it also offers the the opportunity of contributing to the overall leadership of a well-respected and long standing multi-academy trust, a trust that has worked through many growing pains since its establishment in 2005 to a position of a good knowledge of itself and of its strengths and weaknesses and of its strategy to improve still further.

The successful candidate will be a school leader of vision and substance with a track record of leading improvement in a mixed comprehensive school environment. We are looking forward to someone with the combination of skills to lead and manage the school to the highest standards and with the ambition to ensure that Hatcham College continues to achieve even greater things for its children and young people and for the wider community that it serves.

If you are motivated by working in a challenging and supportive environment where the key outcome is our shared desire to achieve the very best for our children and young people to secure life chances from which they may not otherwise benefit, if you have the talent, tenacity and passion to lead this school and our Federation then I hope you will consider applying for this role. If you would like clarification about anything in the pack, or would just like a conversation about the role then please do contact me. The best way to do this is by contacting my PA on 020 7652 9516 or email on c.doran@haaf.org.uk.

Yours sincerely

Adrian Percival
CEO of the Haberdashers' Aske's Federation Trust



About us

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 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

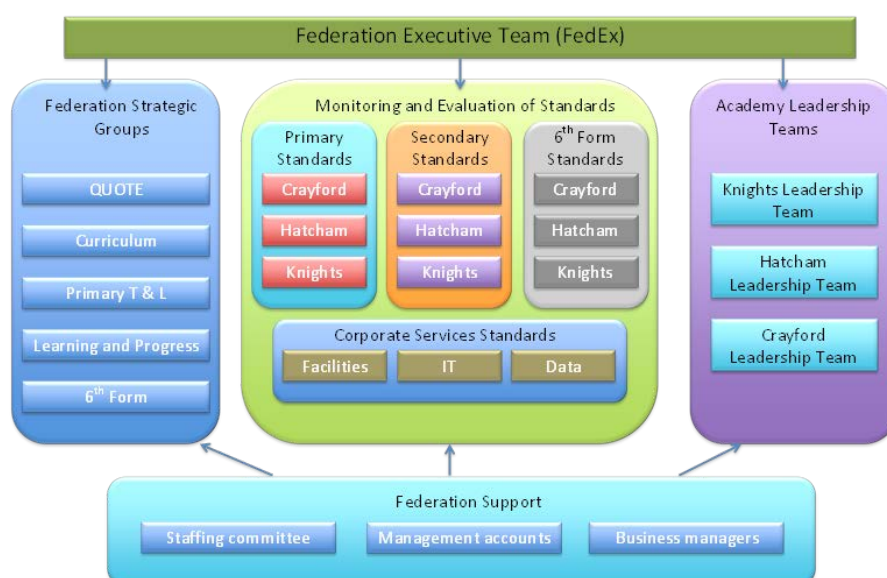
Structure

Our multi-academy Trust is sponsored by the Worshipful Company of Haberdashers who appoint the members of the trust, who in turn appoint the directors. The Trust is governed by the Trust board that has established a number of committees:

- A Local Governing Body for each school cluster
- Trust committees for:
 - Strategy
 - Standards
 - Finance
 - Audit



Each principal reports into their local governing body who have the responsibility of supporting and challenging the principal on the school's self-evaluation of the quality of provision in the school based upon the Ofsted framework for inspecting schools. However each principal is accountable to and line managed by the CEO. The internal governance structure of the Trust is set out in the diagram below. This shows how the Federation Executive team supervises the overall strategy of the Federation through its strategic groups for the quality of teaching (QUOTE), Curriculum and assessment, Learning and progress, the sixth form and primary; how it monitors standards across the Federation and how the schools are led through their leadership teams.

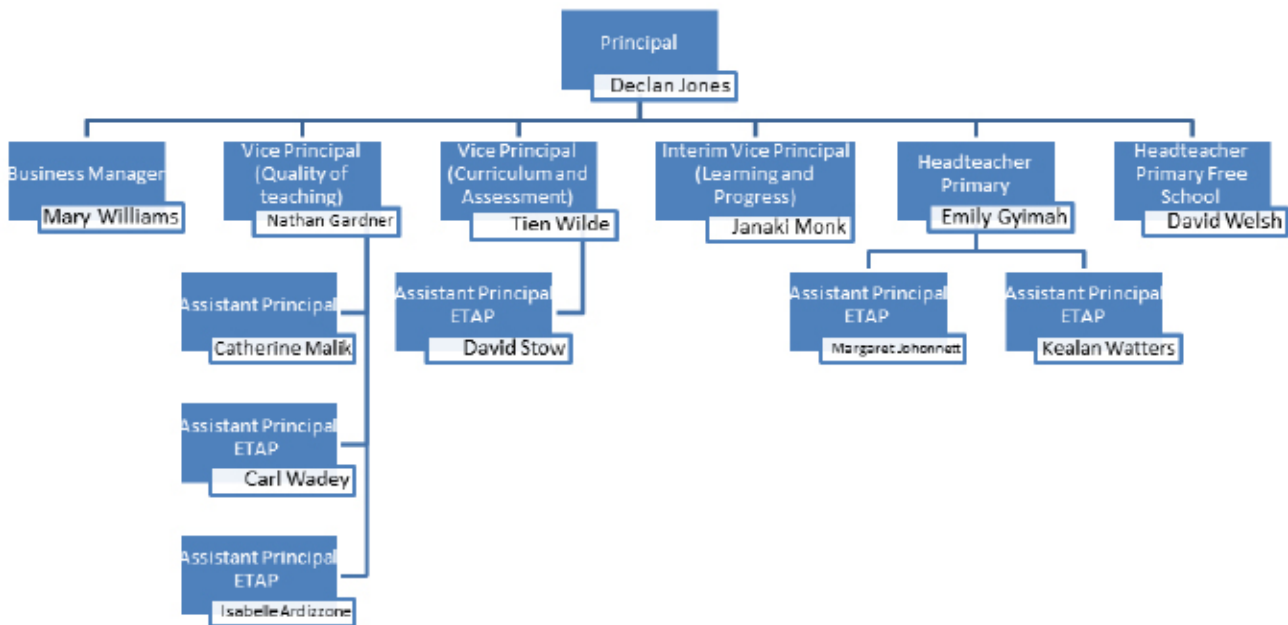


Haberdashers' Aske's Hatcham College

Hatcham College is a large all-through school and cluster. We describe it in this way because the local governing body and the principal has oversight not only of Hatcham College but of the separate Hatcham Temple Grove Free School too. Hatcham College primary phase is known as Hatcham Temple Grove (HTG) and is an over-subscribed two form entry primary school, Hatcham College secondary phase is an eight form entry 11-18 secondary phase with a sixth form of over 350. The overall roll of Hatcham all-through is 1832 and the Free School is also over-subscribed with 299 pupils in years R to four.



Hatcham College is split over three sites with HTG being north of New Cross Road, key stage 3 on Jerningham Road just south of New Cross Road with key stage 4 and the sixth form at the top of Telegraph Hill on Pepys Road. HTG Free School also occupies part of the Pepys Road site. The management structure of Hatcham College at present is as follows:



Our sponsors

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, Freemen 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.

Temple Grove School Trust

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

Temple Grove School 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:

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



Role Description

Executive Principal

Job Purpose

The core purpose of the role of Principal of Haberdashers' Aske's Hatcham College is to ensure the College achieves the vision as set out in our statement of values, aims and ethos. The Principal will play a core role in the leadership of the Federation overall as a member of the Federation Executive team and will be responsible for the day to day management of the College to meet its increasingly ambitious targets for performance into the future providing an excellent education for all its children and young people.

Key Responsibilities

Strategic direction and development of the school

- Provide leadership to the whole Haberdashers' Aske's Federation as part of the Federation Executive team;
- Provide inspiring and purposeful leadership for the staff and pupils of Haberdashers' Aske's Hatcham College;
- As part of the Federation Executive team, to work in partnership with the governing body, staff and parents to ensure the shared Haberdashers' Aske's Federation vision is realised;
- To lead the creation of an Academy development plan that will achieve the over-arching priorities of the Federation;
- To monitor and evaluate the performance of the College and provide reports as agreed and required by the Federation Executive team;
- To ensure that management, finances, organisation and administration of the school supports its vision and aims;
- To ensure that school policies and practices take account of Federation requirements;
- To monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary;
- To ensure that all those involved in the school are committed to the aims and vision of the Federation, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the Academy and the Federation.

Teaching and learning

- To ensure a consistent and continual school-wide focus on pupils' attainment and progress;
- To ensure that both Academy and classroom climates promote effective teaching and learning for all;
- To place learning at the centre of strategic planning and resource management;
- To establish creative, responsive and effective approaches to teaching and learning in every subject to meet and support the aims of the school;
- To use data and benchmarks to monitor progress in every child's learning and to focus teaching;
- To ensure an ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;



Key Responsibilities cont.

- To demonstrate and articulate consistently high expectations and set stretching targets;
- To secure high standards of behaviour and attendance;
- To ensure effective assessment procedures, including assessment for learning;
- To monitor and evaluate the curriculum and its assessment and identify and act on areas for improvement;
- To maintain a high visibility around the school and devote considerable time to interaction with pupils, staff and parents.

Leading and managing staff

- To ensure that the professional duties and conditions of employment for all staff are fulfilled;
- To contribute to the production of the overall Federation development plan and ensure it is implemented successfully within the Academy;
- To produce and implement clear, evidence-based development plans for the development of the Academy and its facilities based upon the overall Federation development plan;
- To build, remodel and maintain organisational structures and systems that distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis;
- To monitor, evaluate and review the effects of Federation policies, priorities and targets in practice;
- To use information and data from within and outside the school to inform decision making;
- To manage the school's human resources effectively and efficiently to achieve the school's education priorities and goals;
- To recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the Academy;
- To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- To develop and enhance the school fabric and environment to better meet the needs of learners;
- To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and to secure value for money.

Accountability

- To ensure individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self-evaluation;
- To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the governors, Chief Executive Officer, the Federation Executive team and parents.

Safeguarding Children & Safer Recruitment

- This Federation is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Person Specification

Category	Criteria	Evidence
Qualifications	<ul style="list-style-type: none"> Degree Teaching qualification Achieved NPQH or equivalent or willingness to undertake this qualification A Higher qualification in education and/or management would be an advantage 	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 	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 Capacity to recognise and build on the considerable successes of the Federation and work collaboratively to formulate a vision for further innovation and improvement Sound knowledge of current and future educational developments Experience of successfully leading change and inspiring others Proven track record of change management 	Letter of application Selection process References
Leading teaching and Teaching	<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 Commitment to include and make a difference for every child 	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 	Letter of application Selection process



Category	Criteria	Evidence
Managing the organisation	<ul style="list-style-type: none"> • Capacity to manage high performance teams • Ability to use strong and effective management systems underpinned by clear communication • Ability to produce and implement appropriate improvement plans and policies • Commitment to the benefits of collaborative working within a hard Federation • Knowledge of financial management 	Letter of application Selection process
Securing accountability	<ul style="list-style-type: none"> • Ability to delegate responsibility with accountability • Capacity to sustain the ongoing improvement of results 	Letter of application Selection process References
Strengthening community	<ul style="list-style-type: none"> • Ability to continue to develop the school's response to its changing community • Commitment to promoting community links and cohesion • Ability to recognise and build on the school's excellent multi-agency links 	Letter of application Selection process References
Personal qualities and attributes	<ul style="list-style-type: none"> • Passionate about education • An effective communicator • Interpersonal awareness and concern for impact • Resilient and energetic • Firm and fair • Lead by example with high professional standards • Dynamic and motivational • A sense of proportion 	Letter of application Selection process References
Safeguarding children	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 	Letter of application Selection process References



Other Recruitment Information

Recruitment Schedule

Friday 12 January 2018: Role advertised

Monday 19 February 2018: Application closing date

Tuesday 20 / Wednesday 21 February 2018: 1st stage interviews with CEO

Tuesday 27 February: Hatcham deputation day: shortlisted candidates are invited to attend the annual Hatcham College Deputation Day

Friday 2 March 2018: 2nd stage interviews with CEO, Chair of Local Governing Board and Federation executive team

Monday 5 March 2018: Final stage interview with CEO and Governors

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
- Panel interviews with internal Federation groups
- Presentation

References

Before you are invited to interview, the Federation 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

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. 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.

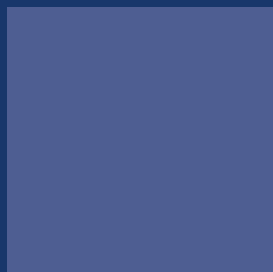
Special Requirements

If you require reasonable adjustments prior to your interview, these can be arranged by emailing c.doran@haaf.org.uk and wh



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