



HABERDASHERS' ASKE'S FEDERATION



Haberdashers' Aske's
Hatcham College
Teacher of
Computing

RECRUITMENT PACK

A MULTI-ACADEMY
TRUST

www.habsfed.org.uk



About us

A Message from the Principal

Dear candidate,

It gives me great pleasure to write this introductory letter to you as the Principal of Haberdashers' Aske's Hatcham College, part of the Haberdashers' Aske's Federation. Whilst the educational landscape and the way schools are organised and led are constantly changing, the foundations of Hatcham College and its long-standing traditions have not. We are an 11-18 secondary academy within the Federation of eight other schools. 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 the Aske's Federation, as it means that we have been in the business of educating young people in London for over three hundred years.

This role of Teacher of Computing comes at an exciting time, and we are filled with great optimism, and working in partnership with the Federation and Local Governing Body together with Hatcham Leadership Team (HLT), Head of Computing and ICT, teachers, support staff, parents and pupils, our three key priorities are to ensure excellent Quality First Teaching, Behaviour for Learning and Achievement & Outcomes.

This summer's A Level results have been strong once again for the most able with three students gaining places at University of Cambridge and four students starting courses in medicine. We celebrated 16% of students achieving Grades AAB in at least two facilitating subjects and almost 50% of students achieving Grade A*-B in at least one of their A Level choices. 82% of our students gained Grade 4-9 in GCSE English with just under 27% of our students gaining Grades 7-9 in GCSE Mathematics. Successes in GCSE subjects such as Triple Science, Art, Music and BTEC Sport have given students much to be proud about. Another wonderful highlight of this summer is that two of our Year 11 pupils achieved nine Grade 9s and one Grade 8 each.

However, there is more that we can do. The successful candidate who is appointed to the role of Teacher of Computing will be responsible for improving progress and achievement. There will be continued focus on reducing the disadvantaged gap whilst challenging the most able.


At the heart of an Askean education lies the College's core values of aspiration and achievement, personal responsibility, self-discipline and mutual respect. This position involves being responsible for ensuring that pupils achieve their maximum potential by supporting the provision of learning and teaching, whilst incorporating the well-being and discipline of our students. We wish for all of our students to be well-qualified and equipped to face an increasingly competitive world, where background or starting points are no barrier to progress and success.

I recognise and value the contributions of staff at the College. All pupils deserve a great school on their doorstep where low level disruption is not tolerated. Pupils should be able to learn in a calm and orderly fashion where there is room for creativity and innovation. We wish for students to develop intellectual curiosity, perseverance and resilience. We are seeking a colleague who is able to model appropriate behaviours and share in the setting of high expectations in all areas of the College.

We firmly believe that the distinct Haberdashers' Federation ethos gives those who work in our schools the competitive edge. We embrace a culture of high performance, 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. In turn, we can promise an investment in you and your future, providing high quality learning and professional development. In our Federation, explicit opportunities are created to support leaders in their development. The job offers you an opportunity to showcase your talent and demonstrate your capacity to make a real impact in education.

I would like to thank you for considering this role and we look forward to building capacity within the school as well developing further excellent teaching and leadership. I look forward to working with you as Hatcham College continues to be a school of first choice aligning academic excellence, cultural capital, self-discipline, professional pride and service to others.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'S. Solani', with a stylized initial 'S'.

Ms S. Solani



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 schools are autonomous with their own Principals, 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. To work effectively as a group at this scale, we depend upon effective communication within and between our schools and externally. Improving the effectiveness of our internal and external communications is a key priority of our five-year strategy. The focus of our strategy is on using communication as a means to delivering our overall aims, which are set out below.

Statement of values, aims and ethos

The Haberdashers' Aske's Federation is a Federation of five primary and four secondary schools each at the heart of their community. They share a vision for the education of children and young people 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

Our Five-Year Strategy

Our current five year strategy is summarised on the following page.

The first strand of the strategy is the alignment of our curriculum and its assessment. We have made good progress on this work with the core subjects and plan to move into other subjects and our primary curriculum later. We believe this is essential to ensure our students benefit from the capacity we have as a Federation to develop our curriculum and also to provide more robust and reliable assessment than they would otherwise experience.

Our curriculum principles underpin this work. These emphasise the central role of the core subjects and a knowledge led curriculum. The pedagogy we choose to support this is Direct Instruction, and that is included in the second strand of our strategy. We have spent the last several years moving towards this position and as a result of our experience and the research evidence behind both of these strands we are quite convinced this is the right direction in order for us to meet the very ambitious targets we have for pupil progress in the next five years.

THE HABERDASHERS' ASKE'S FEDERATION TRUST FIVE-YEAR STRATEGY 2018 – 2023



HABERDASHERS'
ASKE'S FEDERATION

OUR GOAL IS TO BE IN THE BEST TENTH OF MATS FOR PROGRESS*

KEY STAGE 2



Progress +2.5

Progress at key stage 2 of +2.5 in each subject, putting our MAT in the top 20 out of 150 primary MATs.

KEY STAGE 4



Progress 8 +0.5

Progress 8 at key stage 4 of +0.5, putting our MAT in the top five out of 50 secondary MATs.

A LEVEL



Value Added +0.2

Value added at A level of +0.2 putting our MAT in the top 5 out of 50 secondary MATs.



CURRICULUM



ATLAS



ANALYSIS



SIXTH FORM



COMMUNICATION



STRUCTURE



To implement our curriculum principles through fully aligned curriculum and assessment across our Federation from Year 1 to Year 11 and ensure it is fully communicated to all stakeholders

- Drive improvement in the secondary core subjects through new Core Curriculum Boards
- Align the primary curriculum and assessment by 2020
- Align history, geography, Spanish and French in the secondary phase by 2020



To establish our Atlas Teaching School as the provider of school improvement services within the Federation

- Ensure Direct Instruction is the principal pedagogy of the Federation
- Provide expert support and guidance as members of the core curriculum boards
- Provide subject level consultancy across the Federation



To ensure the Federation Analysis and Insight service leads the sector

- Ensure our data rich Federation is able to gain maximum benefit from this data
- Integrate data sources to provide insight that we would otherwise not have



To ensure our sixth forms are highly effective and the preferred provider within their communities securing their financial viability

- Ensure the quality of teaching and learning enables pupils to make excellent progress
- Maximise the "Haberdashers Advantage" by developing existing networks and creating new ones
- Develop a whole federation sixth form marketing strategy



To ensure our communication systems are efficient, reliable and effective

- High quality website and develop a social media presence
- Internal communications that ensure we are a highly effective organisation
- Ensure communications with external stakeholders are of the highest quality



Structure our multi-academy trust so high standards are sustainably delivered

- Ensure that our leadership structures result in excellence across our disaggregated Federation
- Establish Borough Academy as an excellent provider in the London Borough of Southwark
- Seek new opportunities for growth to our desired size of five or six all through clusters

* Year-on-year targets are presented in the Federation KPIs.

Haberdashers' Aske's Federation

The Quality Standards





Teacher of Computing

Start date:	Easter 2020 (or September 2020)
Salary:	MPS/UPS + ILW
Length of post:	Permanent
Location:	South East London
Accountable to:	Head of Computing and ICT

Summary of the overall purpose of the job

The core purpose of this Teacher of Computing post is to contribute to the continuing development of Haberdashers' Aske's Hatcham College. Our three key priorities are to develop Quality First Teaching, Behaviour for Learning and Progress & Achievement. This role will entail a teaching timetable and the ability to lead and motivate students.

This post is extremely important to the subject outcomes of Haberdashers' Aske's Hatcham College and its continuing success. Teachers are the driving force behind subject development and hence, impact widely on the academic outcomes of the College. The successful candidate will be line managed by the Head of Department.

Teachers must reflect and be positive thinkers and be able to identify ways/methods in which teaching and learning can be enhanced, across all phases. It is expected that the successful candidate will consistently plan and deliver lessons to an expected standard within the department. The College offers Computing at Key Stage 3, GCSE and A Level. We are looking for an innovative and forward-looking individual who can inspire students and contribute fully to a very active and hardworking team.

Job Description

Teaching, Learning & Assessment

- To promote a love of learning and children's intellectual curiosity in this subject area
- To demonstrate and develop strong knowledge of a wide range of teaching methods and to implement these in the classroom
- To ensure that all practices for teaching are in harmony with The Federation's Five Year Strategy, direct instruction, DfE Teaching Standards and the Hatcham Standards (for teaching)
- To keep up to date with developments in the subject nationally and to respond to initiatives/changes in content, methodology and examination practice
- To benchmark and use any resources/strategies as advised by the Federation or other evidence based practices

Staffing and Resources

- To co-plan and work with teachers to develop skills in teaching, learning and assessment
- To support professional learning by attending sessions, meetings and forums as required so that staff can learn from one another
- To work in partnership with the Head of Department to review the availability and use of resources to improve Quality First Teaching
- To support the department leaders with arrangements for classes requiring cover within the curriculum area for minimal disruption to pupil learning
- To have high standards of professionalism, judgement and attendance
- To support the members of the curriculum team in maintaining high standards of delivery and discipline

Management Information

- To ensure that pupil data is used effectively to improve pedagogy and practice within this subject
- To analyse and evaluate performance data both from within the curriculum area and externally provided to ensure student progress
- To take action in relation to any identified concerns regarding student progress
- To adapt any teaching and learning to respond to the strengths and needs of pupils
- To evaluate and use reports analysing examination performance (both internal and external) identifying areas for further action and support that is required
- To ensure that students' work is marked regularly and conscientiously, in accordance with the College marking policy
- To set and mark internal assessments and Federation examinations as required

Communication

- To provide pupils with regular feedback, both orally and through accurate record keeping/marking, and encourage pupils and staff to respond to the feedback
- To ensure effective communication as appropriate with students and teachers
- To ensure effective communication as appropriate with the College and other external agencies
- To represent the subject's interest within the College

Pastoral and Behaviour Management

- To take on the role of a Form Tutor as assigned, supporting the pastoral and welfare of students as part of a year group
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the College's safeguarding policies
- To challenge and correct any behaviours that are not in accordance with College policy
- To be able to check and challenge incorrect uniform and adhere to the College's behaviour policy, and to manage any behaviour concerns
- To provide accurate information for parents as directed by the College and department policy and to attend parents' evenings and other presentation meetings as directed

General Responsibilities

- To teach a timetable commensurate with the position and responsibilities
- To work within the College and Federation framework with regard to health and safety
- To promote equal opportunities in the College
- To actively promote the aims and ethos of the Federation/College
- To support the College's commitment to the continued professional learning of all staff
- To contribute to the ethos of the school as a caring, supportive institution where Quality First Teaching is one of our key priorities
- To undertake any additional duties as may reasonably be required by the Principal

This job description reflects the core activities of the role and as the College, Federation and the post-holder develop there will inevitably be changes in the emphasis of duties. It is expected that the post-holder recognises this and adopts a flexible approach to work and be willing to participate in training.

If changes to the job become significant, the job description should be reviewed formally by the post holder and Line manager.

Date Job Description was agreed: March 2020

Person Specification

Criteria	E S S E N T I A L	D E S I R A B L E	HOW IDENTIFIED AND ASSESSED
			AP Application AS Assessment I Interview P Presentation R References
Education/qualification and training			
• A good Honours graduate degree with QTS	✓		AP,I, R, AS
• Pursuit of further studies such as a Masters or Professional Qualifications		✓	AP,I, R, AS
Experience			
• A track record of varied and successful teaching experience in the secondary sector within a diverse environment	✓		AP,I, R, AS
• Outstanding pupil outcomes for your own teaching group(s) over a two-three-year period	✓		AP,I, R, AS
• An excellent understanding of the National Curriculum, GCSE and A Level developments within this subject	✓		AP,I, R, AS
• Involvement in the formulation, implementation and progression of department development and priority plans at department level		✓	AP,I, R, AS
• Excellent grasp of pupil data and its use in raising achievement	✓		AP,I, R, AS
• Can motivate students at all levels of ability, thus ensuring that all students fully access the subject/curriculum	✓		AP,I, R, AS
Knowledge and Skills			
• A strong classroom practitioner with excellent classroom management skills	✓		AP,I, R, AS
• Experience of developing schemes of learning		✓	AP,I, R, AS
• Knowledge of a wide range of successful intervention and assessment strategies for pupils at Key Stages 3 & 4	✓		AP,I, R, AS
• Knowledge of current educational issues including developments in the sphere of public examinations, careers and university entrance		✓	AP,I, R, AS
Personal characteristics/other requirements			
• Excellent team working skills	✓		AP,I, R, AS

• The ability to motivate and inspire others: both colleagues and students	✓		AP,I, R, AS
• A considerable work rate and high degree of administrative efficiency	✓		AP,I, R, AS
• Strong ICT skills	✓		AP,I, R, AS
• Excellent interpersonal and communication skills	✓		AP,I, R, AS
• Ability to remain calm under pressure and demonstrate sound judgement	✓		AP,I, R, AS
• Ability to work under pressure, meet deadlines, and establish positive relationships with students, parents, governors, staff and outside agencies	✓		AP,I, R, AS
• Strong 'presence' and ambassadorial skills	✓		AP,I, R, AS
• Commitment to the promotion of equal opportunity	✓		AP,I, R, AS
• Sense of humour	✓		AP,I, R, AS
• Willingness to support fundamental British Values	✓		AP,I, R, AS
• Willingness to support and promote the Haberdashers' Aske's advantage	✓		AP,I, R, AS



Recruitment Process

Key dates

The selection process will take place according to the timetable below.

Role Advertised	Wednesday 11 th March 2020
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Application closing date	Monday 23 rd March 2020
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Start date	Easter / September 2020
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Format of Applications

Applications must be made via TES jobs online form or by using the application form which can be downloaded from the vacancies page of our web site www.habsfed.org.uk

You are advised to submit your application as soon as possible as we reserve the right to close posts at any time, once we have received sufficient applications. We advise you to submit your application as early as possible to prevent disappointment.

Further information

If you would like more information about the post or our organisation, please contact hatchamhr@haaf.org.uk for a confidential conversation.



Other Recruitment Information

References

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 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. 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 un-spent 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 hatchamhr@haaf.org.uk and where practical we will support your request.



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