



HABERDASHERS' ASKE'S

KNIGHTS ACADEMY



2018-19
DEPUTY HEAD OF PRIMARY
PHASE
RECRUITMENT
PACKAGE

AN ALL THROUGH
3 - 18 ACADEMY

www.haaf.org.uk



From the Principal

Dear Candidate,

Thank you for taking the time to find out more about Haberdashers' Aske's Knights Academy and our primary phase, Knights Temple Grove.

For this exciting position, I am determined to build on the 'good' Ofsted judgment we received in 2017 and recruit a talented individual who shares the school's vision to provide exceptional comprehensive education.

Haberdashers' Aske's Knights Academy is a vibrant, diverse school community with a relentless focus on high expectations and aspirations 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 Knights Temple Grove, 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 Boroughs of Lewisham and Bromley and has been on an impressive trajectory of improvement. 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.

Specifically, in the primary phase outcomes in EYFS are above the national average in all measures and was judged 'OUTSTANDING' in 2017. At Key stage 1 outcomes in reading, writing and mathematics at expected and greater depth for all pupils were above national averages, with results at KS2 for pupils meeting the expected standard in combine subjects in the first year of reporting under the new more challenging national expectations. Our pupils have positive attitude to their learning and the academy and they are rightly proud of their school.

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. 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.

You will show the drive, tenacity and ability to realise this ambition. You will need to demonstrate a commitment to your own education 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 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.

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 for headship, 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 Knightsshr@haaf.org.uk by 12:00 noon on 19th March 2018

Dr Tesca Bennett
Principal of 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.

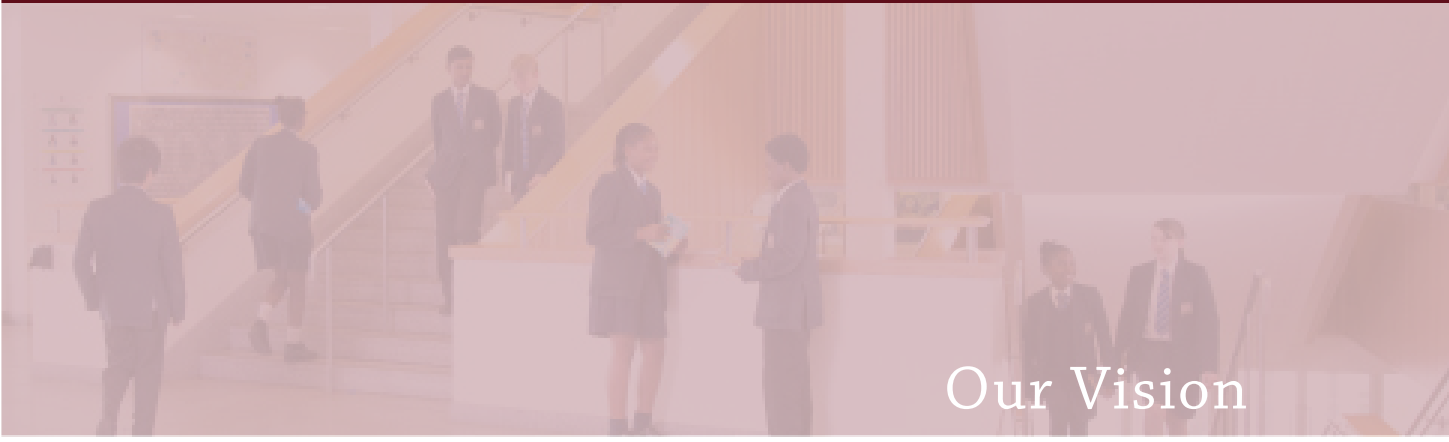
Being part of a Multi Academy Trust

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, 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 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

THE DEPUTY HEAD OF PRIMARY PHASE

This role is being created to appoint an innovative Deputy Head of Primary Phase to join the leadership team and contribute to the strategic lead on raising the attainment of pupils within the academy. The successful applicant will be a leader with a proven track record in raising pupil attainment through either pastoral or curriculum leadership. Our aim is to ensure that all young people educated within the Primary phase of Haberdashers' Aske's Knights Academy, a 3-18 all through school, reach their full potential and leave the primary phase fully equipped to be successful at the secondary stage of their education. Our overall goal is to ensure that all children make an outstanding progress and that achievement gaps are closed. This role is a central part of Knights Academy achieving that ambition and an inspirational leader is needed to shape and develop the role to promote excellence in learning.

Key responsibilities

- Contribute To be the strategic lead on school improvement areas to raise the attainment of pupils within the academy.
- To strategically lead on developing high pupil engagement and attitudes in learning through the academy ethos and curriculum.
- To work with Head of Primary phase to develop and implement effective systems for monitoring, tracking pupil performance.
- To actively contribute to the development of the primary curriculum.
- To develop the Student Voice Executive (SVE) across all phases so it provides an effective mechanism for pupils to take part in the leadership of the academy
- Assist in the oversight and management of the day to day organisation of the Primary phase of the academy. Deputise for the Head of Primary Phase as and when required.
- As a member of the Knights Academy leadership team to work collaboratively across the all through Academy and contribute to the leadership capacity of the Academy. impact and value for money, leading to improved pupil progress outcomes.

Strategic Development

- To support the Principal in developing and communicating a clear strategic vision to develop the Academy successfully and to lead to improvement;
- To take responsibility for those elements of the school's self-evaluation and improvement plan that pertain to the brief for this role;
- To share in identifying whole school aims and objectives which have coherence and relevance to the needs of students and to the aims and objectives of the School and Federation;



Role Description

Strategic Development

- To work with colleagues to ensure the creation and implementation of the School Improvement Plan;
- To share in the effective and efficient management of the school on a daily basis and to maintain a high profile presence for staff and students in the Academy and promote its ethos;
- To be a model of high professional standards in all aspects of academy life and to lead by example;
- Contribute to the preparation of all academy documentation, including the Academy handbook, Governors' reports, and similar including review of the staff and student handbooks annually and communicate as appropriately to all staff.

Teaching and Learning

- To work with the leadership teams to articulate and demonstrate consistently high expectations of pedagogy and classroom practise to provide challenge and improvement, using data and benchmarks to monitor progress in every child's learning and to focus teaching;
- To monitor and review strategies to ensure early identification of pupils not making the expected levels of progress.
- Work with middle leaders to ensure that they are fully aware of their accountability for vulnerable learners and children with AEN, that they are differentiating effectively and are making the best use of the support and resources they have at their disposal;
- Ensure the implementation of the Academy's assessment procedures, ensuring all pupils have constant feedback and targets in their learning so they make progress that is at least in line with national expectations, but preferably are challenged to make progress beyond;

Curriculum Development

- To ensure there are a comprehensive range of appropriate interventions for pupils both within the lessons and extracurricular to ensure all students make good or outstanding progress with the support of the academy leadership team;
- To monitor, review and develop the curriculum offer to ensure that that it is an appropriate, comprehensive, high quality and cost-effective curriculum and that it complements the Academy's strategic objectives/ aims;
- To keep up to date with curriculum developments and in teaching practice and methodology;
- To line manage curriculum areas as directed by the Head of Primary Phase to ensure that they are providing an outstanding provision that meets the needs of our students and Academy's strategic aims.

Quality Assurance

- To implement the academy monitoring procedures and ensure they are communicated effectively to all staff;
- To be able to use a range of evidence/data to support, monitor, evaluate and improve performance;
- To contribute to the academy school improvement teams and Federation quality assurance teams;
- To produce reports as required within the academy self-evaluation systems.

Person Specification

Criteria	Essential	Desirable	How identified and assessed*
Education/qualification and training			
Will hold a good honours teaching degree. 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 primary 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 leadership 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: 19th March 2018
- Day 1 Interviews: 23rd March 2018
- Day 2 Interviews: 27th March 2018

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

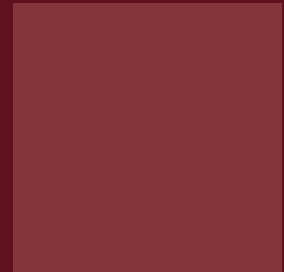
If you are successfully shortlisted to attend an interview you will be given the opportunity to have a tour of the school.



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AN ALL THROUGH 3 - 18 ACADEMY



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