



**MOSSBOURNE
PARKSIDE
ACADEMY**



PRINCIPAL

Recruitment Pack



**MOSSBOURNE
PARKSIDE
ACADEMY**



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A Message From The Chair of Governors

Dear Candidate,

I am so pleased that you are interested in applying for the post of Principal of Mossbourne Parkside Academy. Mossbourne Parkside Academy joined the Mossbourne Federation as a converter school on 1 September 2015. The Federation consists of four Hackney schools, two primary and two secondary. Mossbourne Parkside Academy is a happy, stimulating and caring place and staff expect high standards of behaviour and good manners throughout the school.

However, outcomes for 2019 show that we have areas of weakness that need to be addressed so our pupils can achieve the exceptional outcomes we see across our Mossbourne family of schools.

The current challenges and priorities for this role include:

- Instilling our Federation wide vision, values and mission to establish Mossbourne Parkside Academy as an exceptional school
- Attracting, developing and retaining high-quality staff
- Developing a curriculum that gives all our children a broad education and addresses their needs
- Driving strategies to achieve excellence for all, regardless of background, and programmes to address underachievement.

This post will report to the Federation's Chief Executive, Peter Hughes, and will be accountable to both him and the Board of Governors for the school.

I hope this gives you an understanding of some of the initiatives we are currently implementing, and the challenges we face.

We strongly believe that Mossbourne Parkside is an exciting and stimulating place to work and with the right candidate we are now looking for an exceptional leader and educator to take us forward.

Best of Wishes



Maggie Kalnins,
Chair of Governors,
Mossbourne Parkside Academy



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Our Mission

The Mossbourne Federation's mission is to establish exceptional schools.

Our Vision

Mossbourne schools:
lead, transform and excel.

Our vision and mission is underpinned by **three core values**, upheld by all students, parents, staff and governors.

Excellence: doing everything as well as we can, always

No Excuses: believing that anything is possible, we never give up

Unity: working together towards our goals, with integrity.



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Working for Mossbourne Parkside Academy

Mossbourne Parkside Academy is one of four schools within the Mossbourne Federation. Housed in a beautiful grade II listed building, the school has dedicated creative teaching spaces for the arts.

Every child at the school is valued and cared for in an environment that stimulates intellectual curiosity and develops not just academic achievement, but physical development and creativity.

It is a safe, happy school where everyone can succeed with a 'no excuses' motto at the heart of its focus on learning and pupils are given priority enrolment at its sought after secondary sister school, Mossbourne Community Academy.

As a relatively new addition to the Mossbourne Federation in 2015, we are in a development phase and are aspirational about improving our school.

The governing body and staff want a school that delivers outcomes on par or better than the three other schools in the Federation, by implementing innovative strategies and retaining the best staff to provide a stable, safe environment for our children where learning is creative and inspirational. This was the vision and passion of the

late Sir Clive Bourne, who firmly believed that all children can succeed, regardless of background or circumstance.

Founding Mossbourne Community Academy in 2004, Sir Clive Bourne made it his mission to provide the children of Hackney with a better school and higher standards: a route to attaining a better education and achieving more in life.

We care deeply about all students, so we never accept anything less than their best in terms of effort, attitude and behaviour. Our learning environment is calm and safe; it is a place where students can truly fulfil their potential.

We want our children to believe in themselves, to have learning experiences that give them knowledge and have life experiences beyond the national curriculum and classroom.

With you as our inspirational Principal, who leads by example, our staff will consistently be outstanding practitioners to build further on our achievements.



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The Area

Mossbourne Parkside Academy is based in one of the capital's fastest-growing and most diverse areas. Hackney attracts people from all over the world with its creativity and vibrant urban life. It's where high-end luxury fashion meets the edgy innovation of Box Park, and Michelin-starred restaurants sit alongside street-food stalls where you'll find the culinary stars of tomorrow.

It's this kaleidoscopic mix of innovative business, alternative entertainment and a wide variety of restaurants that makes Hackney so appealing. As a member of staff, you will receive local benefits and discounts to make the most out of working in our lively borough.

Mossbourne Parkside Academy is easy to get to from all parts of London, located a short walk from Hackney Downs Station servicing major routes connecting to north, east, west and south London on the Overground network.



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Job Title: **Principal**
Salary: **Competitive (dependent on experience)**
Contract term: **Permanent, full time**
Responsible to: **Chief Executive Officer**
Responsible for: **Mossbourne Parkside Academy**

The Principal Role

The Principal will be the leading professional in the Academy, providing first class leadership and management in all areas of the Academy's work.

The role of the Principal will be to provide a strategic vision and leadership through embedding the ethos of aspiration, success and higher standards.

As the Principal of Mossbourne Parkside Academy you will be expected to improve academic standards and develop a happy, exciting and vibrant learning environment.

The postholder will ensure that the vision and values underpin the leadership, management and organisation of the Academy, including not only its goals and targets, but also its day to day practices and routines.

The Principal will be accountable for improvement in the quality of education and developing and maintaining an accountability structure, whilst inspiring and empowering others to share in its goals and targets, and achieve them.



Shaping The Future

- Ensure the vision and values agreed by the governing body are clearly articulated, shared and acted upon by staff and students, and are understood by parents and the wider community
- Implement an organisational structure which reflects the Academy's values, and enables the management systems, structures and processes to work effectively
- Work closely with the senior staff to ensure a coherent, whole Academy approach to all aspects of academy life
- Produce, in collaboration with governors and staff, clear evidence based improvement plans and policies for the development of the Academy
- Build on the Academy's approach to equal opportunities by ensuring all students are nurtured to grow to their full potential, and that particular attention is paid to supporting underachieving individuals and groups
- Champion Mossbourne Parkside Academy's active commitment to equal opportunities and the needs of all its students
- Plan creatively and systematically to embed The Mossbourne Federation brand
- Report and advise the governing body on the formulation of policies.



Leading, Teaching & Learning

- Develop further the high quality teaching and learning already achieved across the Academy
- Continue to monitor, review and evaluate classroom practice intensively to promote improvement, taking swift action where teaching that falls below Mossbourne's very high standards is identified
- Embed a culture of nurture and support so that barriers to learning are broken down, giving personal support to individuals to enhance progress
- Articulate high expectations and set challenging targets for success year-on-year, to develop all students academically and socially
- Implement strategies, routines and procedures to secure high standards of behaviour and attendance
- Determine and organise a balanced and flexible curriculum appropriate for all students
- Engage actively with other schools to strengthen learning and achievement.



Working With Others

- Work to the strengths of the current Senior Leadership Team, to ensure the Academy's future success
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- Embed a demonstrable understanding of the needs of children from a multi-racial community
- Maintain good working relationships among members of the school community
- Ensure good pastoral care operates as an essential support for behaviour and learning
- Promote and implement strategies and procedures that secure good order, discipline and high morale
- Build on the learning culture within Mossbourne to ensure that professional development continues to be prioritised to achieve the vision and goals of the Academy
- Ensure that new staff are recruited appropriately, inducted effectively into Mossbourne's culture and that all staff are supported to grow and develop their careers within the Academy
- Ensure effective planning, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Set high personal standards which include regular reviews of their practice and an active commitment to personal development
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Work closely with governors, both formally and informally, to enable the governing body to meet its responsibilities and to ensure the continuing success of the Academy.



Managing Resources

- Be accountable for the management and use of the Academy's resources, ensuring regularity and propriety at all times and reporting regularly to the governing body
- Ensure the range, quality and use of all available resources, including staff, are monitored, evaluated and reviewed to achieve both maximum benefit for students and value for money
- Maximise the Academy's resources by seeking additional funds from a range of sources
- Manage budgets in accordance with delegations from The Mossbourne Federation, ensuring effective financial control at all levels
- Ensure effective administration and audit control
- Use and integrate a range of technologies effectively and efficiently to manage the Academy
- Ensure the Academy site provides a safe environment which promotes well-being and high achievement
- Advise the governing body on premises requirements, involving governors as appropriate
- Be accountable for the Academy's health and safety arrangements
- Ensure the effective safeguarding and protection of children.



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Strengthening Community

- Build a Mossbourne culture and curriculum which takes account of the richness and diversity of the Academy's communities
- Present a coherent and accurate account of the Academy's performance and success to a range of audiences, including the media
- Continue to ensure that students have access to a wide a range of people and experiences including building on enrichment activities
- Maintain an effective partnership with parents to support and improve each student's achievement and development
- Encourage and develop good relations between the Academy and the local families it serves
- Promote strong links with the local community: in particular, education, business and the voluntary sectors
- Secure good links with other key partners interested in supporting Mossbourne's development
- Contribute to the education system by sharing effective practice and working in effective partnership with other schools
- Co-operate and work with relevant agencies to protect and safeguard children.



Developing The Ethos & Vision

- Act as an effective ambassador and spokesperson for Mossbourne in the local community and in the local media
- Communicate effectively to ensure that all parts of the Academy's community (including parents) are kept informed about, consulted on, and have an understanding of the Academy's aims, its policies, procedures and future direction
- Develop strong relationships and collaborative ways of working with all stakeholders, including community leaders, the local authority, the DfE and EFA, and local and national educational partners
- Seek out partnerships and work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including family members) to access knowledge, skills and learning opportunities
- Create a culture where all members of the Academy's community respect and support others and their physical surroundings
- Provide appropriate systems of pastoral care to support the personal development of all pupils and create a caring climate in which self-confidence and social responsibility are encouraged
- Epitomise the Academy's vision and values (as outlined in our Vision and Values Statement) and at all times adhere to the staff code of conduct
- Undertake other leadership responsibilities or duties commensurate with the post, as directed by the CEO.



Generic Responsibilities

- Lead by example and to express continually the Academy's vision, values, aims and priorities
- Contribute to management decisions on all aspects of policy, strategy, development and organisation
- Evaluate the effectiveness of the Academy, in terms of overall provision, including pupil achievement, attainment, teaching and learning
- Maintain and develop effective relationships with all stakeholders, including parents, governors, the local authority and other bodies outside the school
- Attend leadership team meetings as required and to report to staff and governors as necessary.



Principal Specification

	Essential	Desirable
Will have demonstrable experience of working as a Deputy or Headteacher	●	
Experience of having led and managed a high-performing team	●	
Proven record of significantly raising achievement across age and ability ranges and of helping pupils achieve impressive academic outcomes	●	
Track record of delivering consistently outstanding lessons to pupils of all abilities	●	
Experience of developing effective school strategy and policies	●	
Experience of impact in a substantive role	●	
Experience of having worked in a high-performing or turn-around school	●	
Experience of teaching pupils from backgrounds of socio- economic disadvantage in at least one urban, multi-cultural setting		●
Experience of having delivered school-wide learning / curriculum / assessment innovation and inspiring others to subscribe to it		●
Experience of having worked on the SLT of a non-LA school (an Academy, Free or Independent school)		●
Experience of leading the development of a new programme, enterprise or school		●
Ability to work independently and as part of a team, contributing to INSETs	●	
Ability to develop and maintain positive relationships with senior leaders, teachers, support staff and parents	●	
Understanding of the demands of leading a high-performing or turn-around schools, including excellent knowledge of current educational developments and initiatives relating to the leadership of learning and teaching	●	
An understanding of the strategies needed to establish consistently high aspirations in a school setting, and a commitment to relentlessly implementing these	●	
A proven understanding of how to coach other staff to achieve outstanding outcomes and how to implement effective strategies to raise standards	●	
Knowledge and experience of Safeguarding and Child Protection	●	



Principal Specification

	Essential	Desirable
Deep knowledge of developments in educational policy and pedagogic developments at local, national and international levels	●	
A sound understanding of school finance and the budgetary aspects of running a school		●
A proven ability to oversee resource management efficiently and effectively		●
A thorough grasp of the legal and regulatory framework within which academies operate		●
A proven ability to lead, enthuse and inspire a committed and highly effective staff body at all levels		●
An effective leadership and management style that encourages participation and innovation	●	
Qualifications		
Educated to degree level	●	
Able to demonstrate a commitment to personal learning	●	
Qualified teacher status either in the UK or in own country, combined with a desire to achieve English QTS	●	
IT knowledge		
Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		●
Ability to swiftly adapt to and utilise new/various systems/software		●
Behavioural Competencies		
Excellent interpersonal skills – and effective oral / written communication skills with children, staff and parents	●	
A proven ability to confidently use data to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment	●	



Principal Specification

	Essential	Desirable
The ability to lead, coach and motivate staff within a performance management framework, supporting their development and effectively challenging and managing any underperformance	●	
The ability to skilfully develop and maintain positive relationships with pupils, parents, the CEO, Principals, governors, colleagues and other stakeholders	●	
Sound judgment and problem- solving skills at a strategic and operational level	●	
The ability to be articulate and persuasive in championing the Academy	●	
A proven ability to easily jump between "tactical" problem-solving and "strategic" thinking about the Academy's future	●	
Excellent communication skills	●	
Strategic approach, ability to see the 'big picture' and think 'outside of the box'	●	
Ability to meet ALL deadlines internally and externally ensuring output is consistently of an exemplary standard	●	
Have the upmost integrity as well as high levels of motivation and commitment	●	
Proactive approach and efficient time management and prioritisation skills	●	
Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of The Federation	●	
Applicable to all staff		
Undertake training as required to in order to fulfil the requirements of the role	●	
Support Mossbourne Parkside Academy's efforts both verbally and non-verbally, (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne Parkside Academy's initiatives and findings	●	
Recognise your role as part of the succession of Mossbourne Parkside	●	

Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply outlines the expectations for this role. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.



Application Process

Application deadline

Completed applications must be received by **Tuesday 15th October**

Please submit your application through our website:

www.mossbourne.org/vacancies

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement outlining your suitability for the role.

Discussion and visits

Confidential and informal discussions with the CEO are welcomed. Please arrange a suitable time with Jennifer Clarke, PA to the CEO on jclarke@mossbourne.org. Candidates are also welcome to arrange a visit to Mossbourne Parkside to observe what makes Mossbourne so unique.

Selection procedure

Shortlisted candidates will be invited in to complete proficiency assessments, and to interview with a panel. We hope to appoint for this position by Friday 1st November. Shortlisted candidates will be given more details. Please note a January start is preferred, however a later start will be considered

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases, at least one professional reference is required. The post will be offered subject to satisfactory completion of pre-employment checks.

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.