



Aylward
Academy
Find your remarkable

Candidate information: Aylward Academy

**Inspire their
remarkable with us**



**Academies
Enterprise Trust**
Find your remarkable

| Be unusually brave | Discover what's possible | Push the limits | Be big-hearted |

academiesenterprisetrust.org.uk/careers

May 2021

Dear Candidate,

Thank you for your interest in becoming the new **Headteacher of Aylward Academy**.

Aylward Academy is an oversubscribed 11-19, non-selective, multi ethnic school. Based in Edmonton, which is a town in north London, located in the historic county of Middlesex. It is centred 8.4 miles north-northeast of Charing Cross. It is proud to serve its surrounding communities.

Aylward Academy opened in 2010 and has just over 1400 children on roll. The school was last inspected in 2016 and achieved 'Good'. We are determined that the school becomes outstanding as soon as possible and not a middling outstanding but one of the most outstanding schools in the country.

Sadly our existing Principal has secured a new role outside of the Trust and will be leaving at the end of August. He has laid the foundations but this is now an exciting opportunity for a new Headteacher to join and lead the school on the next stage of its journey.

The senior leadership team is made up of 3 Vice Principals, and 10 Assistant Vice Principals. The priorities for the next 12-24 months are:

- Increase challenge of underperforming staff
- Increased intensity, academic challenge and rigour in classrooms
- An increase in attendance
- Securing at least OfSTED 'Good' at the next inspection

You will:

- Be an collaborative, ambitious leader, with experience of delivering the highest possible educational outcomes
- Have a strong commitment to the ethos of inclusivity and diversity that is fundamental to the school and the ability to inspire and empower others.
- Be able to plan strategically, motivate and implement developments to completion
- Be an outstanding practitioner in the classroom
- Be able to build outstanding partnerships with our local schools, community groups, and universities as well as within and across AET

The school has a good reputation in the local community and the parents play an active role.

We have committed and talented staff who are willing to go above and beyond. Our new Headteacher will enjoy the autonomy of leadership rooted in the local community, whilst working closely with AET's Director of Secondary, David Moody and AET's National Director of Secondary Schools, David Hatchett, with support from a committed local governing board.

AET has led the way in the response to the Covid pandemic, with children at the centre. Investment in IT equipment for our most deprived learners and high quality virtual learning for all meant education continued. Robust risk procedures were followed to keep our children and staff safe and we shared best practice to support each other. Using what we've learned over the last few years, we now have an extraordinarily ambitious vision of a new model of education for the future to be rolled out over the next few years.

Aylward Academy is part of Academies Enterprise Trust, a national network of 58 primary, secondary and special academies. We are passionately committed to inspiring children and young people to choose a remarkable life.

Being part of the Trust will enable you to work closely with our cluster of special, primary and secondary schools. The Trust provides a high degree of support and expertise to the whole school community and we enjoy significant partnerships across the school network.

It is important to us that our academies have a positive impact on their communities and that pupils understand the role they can play in the wider world. We work to ensure that parents and carers are actively engaged in their child's learning. We value our staff, investing in their training and development at all stages of their careers. Our new Headteachers are assigned a mentor to support them for at least the first year of their appointment.

We warmly invite you to look at the academy websites and read the information about the academies achievements both inside and outside of the curriculum in order to get a real flavour of how special these schools are. You are encouraged to visit the academies for a tour.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

If you share our vision and values then we would be very excited to hear from you.

Yours sincerely

Tanya Bentham
Head of Talent

An overview:

Aylward Academy Ofsted [reports](#).

Data	
Age range	11-19
Location	Edmonton
Budget size	In balance
Number on roll	1412
Date academy established	September 2010
% of pupils with SEN Support / EHCP	14.2%
% of minority ethnic pupils	94.5%
% of pupils whose first language is known or believed to be other than English	66%
% of pupils known to be eligible for free school meals	52.8%
Number of teaching staff	80
Data	See link

Job Description

Job title:	Headteacher
Accountable to:	Director of Secondary National Director of Secondary Schools
Allowance attached to the post:	As set out in the contract of employment where applicable

Core Purpose of the

The is accountable overall to Academies Enterprise Trust (the “Group”) through our governance structure for ensuring the educational success of the Academy within the overall framework of the Group’s Corporate Plan, the Academy Improvement Plan, relevant legislation, best practice and available resources.

1. Strategic direction and development

- Develop and communicate a shared educational vision that expresses the core values of the Group, is responsive to the needs of the local community, and motivates and inspires others.
- Raise the aspirations of students, their families and all staff to foster the self-belief that all students who attend the Academy can achieve at the highest level.
- Work closely with other academies within the Group and all key stakeholders to achieve this vision and secure their commitment to its enactment.
- Develop a strategic approach that focuses on pace and accelerated progress to bring about rapid and sustainable improvement.
- Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

2. SEND

- Have overall responsibility for the provision and progress of pupils with SEND.
- Ensure that SEND is a whole school priority and maintain a culture and ethos of inclusion throughout the school
- Work with the SENDCo and Designated SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Ensure that SEND is an integral part of all the educational establishments’ policies, strategic priorities and initiatives.
- Ensure that “Every Leader is a Leader of SEND” at the school.

- Ensure that the SENDCo is either part of the Senior Leadership Team (SLT) of the school or is regularly invited to SLT meetings to contribute and advise on whole school policies and practices and how these may impact on engagement and progress of SEND pupils.
- Ensure that the SENDCo has the knowledge, expertise and is given appropriate non contact time to undertake their role efficiently and effectively.
- Maintain an up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the educational establishments' relevant policies and practice relating to SEND.
- Ensure that the whole school CPD programme includes a robust SEND CPD offer that identifies and meets the needs of all staff.

3. Leading teaching and learning

- Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- Ensure that a high quality educational experience is available for all children and young people who attend the Academy.
- Ensure a robust and sustainable focus on supporting students to make the best possible progress in all subjects across the Academy.
- Establish creative and collaborative responses to personalising learning and improving teaching within the Academy.
- Drive innovation in education ensuring the Academy is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- Determine curricula and learning pathways that are informed by current knowledge and best practice to develop the potential of all students and equip them for the demands of the Global economy.
- Develop and implement strategies to ensure continuity of learning at all main points of transfer, for example when students progress from the primary to secondary phase.
- Ensure the development and consistent implementation of robust tracking and monitoring systems that accurately identify and evidence students' ongoing and projected progress in all subjects.
- Ensure that assessment for learning is embedded in all teaching so that students fully understand what they need to do to make the best possible progress.

- Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action is taken in accordance with Group policies and procedures.
- Provide a range of extra-curricular activities which will enhance the reputation of the Academy and the Group in regards to providing a broad and well-rounded education.
- Create a stimulating climate which will encourage all students to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

4. Leadership of self and others

- Provide dynamic and consistent leadership for the Academies and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- Set high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the Academy's intended outcomes.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- Develop and implement a performance management framework for teaching staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- Regularly review your own practice, set personal targets and take responsibility for your own continuous professional development.
- Ensure that systems are in place to encourage all staff to be similarly active in their personal and continuous professional development.
- Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly for middle and senior leaders.
- Develop an ethos that ensures regular involvement of all staff in Academy developments and encourages collaboration, innovation and individual and team creativity.
- Work collaboratively with the Chair of Governors to encourage and support all LGB members both separately and collectively to fulfil their governance responsibilities effectively, in particular in terms of holding the Academy to account and challenging the Academy to enable all students to make the best possible progress and achieve their full potential.

- Keep abreast of educational developments and best management practices in order to introduce appropriate innovation, whilst building on the best of the Group ethos and vision.

5. Academy ethos and community

- Create effective means of communication to ensure that all stakeholders in the Academy community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the Academy, its policies, procedures and future direction.
- Create strong links and collaborative ways of working with all stakeholders including the wider community, other Group academies, neighbouring schools and colleges, ensuring the Academy is at the heart of the community.
- 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 entire family members) to access knowledge, skills and learning opportunities.
- Work with the Group's School Support Services Departments, the Local Authority and the Governing Body to support the achievement of locally determined educational priorities and initiatives.
- Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the Academy's approach.
- Develop positive solutions to achieving the British values of diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- Foster a culture where all members of the Academy community respect others and their physical surroundings.
- Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence, self-respect and social responsibility are encouraged.
- Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the Academy.

6. Management of the organisation

- Ensure effective operational management for the delivery of education within the Academy's budget and in accordance with financial and organisational structures of the Group as set in the Finance Handbook.

- Work to, and report on, and achieve targets for achievement of the Academy and personal targets as agreed by the Group, Local Governing Body and the DfE.
- Work within a defined organisational structure that enables effective and efficient ways of working and supports the achievement of the Academy's objectives.
- Work with Directors of Primary and Secondary, the Chair of the Local Governing Body and the AET Board to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- Within the Academy's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the Academy and of their personal role in enabling and promoting high quality learning.
- Work effectively with School Support Services Departments, Group Principals/Headteachers/Head of Schools, the Local Governing Body, to ensure that there are robust, reliable mechanisms for appropriate risk management in all Academy educational activities.
- Act in accordance with Group policies, procedures and legislation affecting the conduct of the Academy, particularly those governing health and safety, finance and employment rights.
- Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.

7. Supporting the work of the Group

- Develop strong, positive relationships with Group colleagues; contribute to collaborative work across Group Academies; and support other staff in participating in Group work and projects.
- Participate in Group and sector-wide activities in order to share best practice, contribute to the development of Group strategies and policies and promote the Academy and the Group in a national context.
- Undertake any other reasonable duties deemed appropriate to the role of the Head of School.

8. Specific Responsibilities

- To report to School Support Services Departments, the Chair of the Local Governing Body and the Board as appropriate.

- To report to the Local Governing Body Academy level, on Academy performance and the implementation of Group policies, thereby ensuring full involvement of the governors in strategic planning, business activities, monitoring and building relationships with the wider community.
- Further aspects to be agreed with the Director of Primary & SEND, Director of Secondary, the Chair of the Local Governing Body and the Group Board

NOTES

All Academy leaders are subject to the requirements of the National Standards of Excellence for Headteachers, as published and revised by the DfE. These criteria will form part of the individual's professional development, performance management and review to be carried out by the National Director of Secondary, National Director of Primary & SEND and the Chair of Governors.

All Academy leaders are subject to the requirements of the Ofsted inspection measures, and will be monitored by AET's National Director of Secondary Schools, National Director of Primary & SEND, the AET Board and the LGB.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at anytime after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the National Director of Secondary Schools, the National Director of Primary, the CEO, the AET Board and the Chair of Governors.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties.

Person Specification

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Degree • Teaching qualification 	<ul style="list-style-type: none"> • Higher qualification in education and/or management • NPQH • Participation in an accredited school leadership programme 	<ul style="list-style-type: none"> • Application form • Certificates
Experience	<ul style="list-style-type: none"> • Experience in at least two secondary schools/academies • Significant experience at deputy headship / Vice Principal level • Proven track record of raising educational standards • Experience of whole school curriculum planning, development and implementation • Experience of developing, implementing and managing effective whole 	<ul style="list-style-type: none"> • Curriculum and pastoral experience at senior management level • Experience of working at a senior level in a school in challenging circumstances where rapid improvement has been achieved 	<ul style="list-style-type: none"> • Application form • Letter of application • Selection process • References

	school systems for monitoring students' progress		
Shaping the Future	<ul style="list-style-type: none"> • Capacity to recognise and build on the considerable successes or areas of need of the academy and formulate a vision for innovation and improvement • Sound knowledge of current and future educational developments • Experience of successfully leading change and inspiring others • Experience of leading and implementing rapid improvement 	<ul style="list-style-type: none"> • High profile in school and community • Proven track record of change management • Leading a school to achieve improved OFSTED judgements 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Leading Learning & Teaching	<ul style="list-style-type: none"> • Ability to lead by example and inspire high quality teaching and learning • Ability to inspire, demonstrate and support the highest of expectations for all 	<ul style="list-style-type: none"> • Ability to model and demonstrate outstanding classroom practice 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

	<ul style="list-style-type: none"> ● Commitment to include and make a difference for every student 		
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 self- development ● Commitment to working collaboratively with the Group 	<ul style="list-style-type: none"> ● Designated safeguarding lead trained 	<ul style="list-style-type: none"> ● Letter of application ● Selection process ● References
Managing the Organisation	<ul style="list-style-type: none"> ● Capacity to build on and and manage high performance teams ● Ability to use strong and effective management systems underpinned by clear communication 	<ul style="list-style-type: none"> ● Experience of financial management, curriculum-based based budgeting ● Understanding of PFI arrangements challenges. 	<ul style="list-style-type: none"> ● Letter of application ● Selection process ● References

	<ul style="list-style-type: none"> • Ability to produce and implement appropriate improvement plans and policies • Commitment to the continuation of our strong links and partnerships with governors, staff, parents, pupils, the wider community and other schools • Knowledge and understanding of effective financial management 		
<p>Securing Accountability</p>	<ul style="list-style-type: none"> • Ability to delegate responsibility with accountability • Capacity to sustain the ongoing improvement of results • Knowledge of performance management processes • Evidence of effective working with governing bodies and/or academy trust governance arrangements 	<ul style="list-style-type: none"> • Experience of being held accountable to OFSTED and/or the DfE to demonstrate robust evidence of progress and improvement. 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

<p>Strengthening Community</p>	<ul style="list-style-type: none"> • Ability to continue to develop the academies response to its changing community • Commitment to promoting community links and cohesion • Evidence of developing positive links and relationships with partner primary schools and academies • Ability to recognise and build on the academies excellent multi-agency links 	<ul style="list-style-type: none"> • Experience of business links 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
<p>Personal Qualities & Attributes</p>	<ul style="list-style-type: none"> • Passionate about education • A commitment to inclusion and success for all • An effective communicator • Interpersonal awareness and concern for impact • Resilient and energetic • Firm and fair • Lead by example with high 	<ul style="list-style-type: none"> • A high level curriculum thinker 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

	professional standards <ul style="list-style-type: none"> • Visibility and leading from the front • Dynamic and motivational • A sense of proportion 		
Safeguarding Children	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Sound understanding of statutory safeguarding requirements 	<ul style="list-style-type: none"> • Recent accredited safeguarding training 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

Academies Enterprise Trust

Academies Enterprise Trust is a national network of 58 primary, secondary and special academies.

AET believes that each and every child has a right to be inspired to choose a remarkable life. Our mission is to gather and motivate inspirational people committed to delivering an excellent education that launches children into remarkable lives.

Our values are:

- **Be unusually brave**

At AET, we choose to be unusually brave. We're not afraid to challenge wrongs, to make the right call, even when it's both unusual and difficult to do so.

- **Discover what's possible**

We are on the search for discovering what's possible. We look to create 'eureka moments' for our students, helping them discover a world of possibilities and opportunities.

- **Push the limits**

We always strive to push the limits. We don't settle for less than excellent and we won't allow our students to either. We resolve to overcome any self-imposed limits.

- **Be big-hearted**

We commit to being big-hearted. We choose to treat each other with kindness, warmth and care, believing that everybody matters and believing in one another.

Employee Value Proposition - Inspire their Remarkable

“We passionately believe that every child can discover their own remarkable life. It’s what motivates us around here. We know this vision requires something extra. Which is why at AET, you’ll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we’re inspiring. **Come inspire their remarkable with us”**

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across the trust.

We are one of the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have the greatest impact across our network.

Google for Education

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted **Google Workspace Enterprise for Education**, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web.

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working.

What we offer

- Pension - You will automatically be enrolled into the Teachers' Pension Scheme.
- Childcare Vouchers - You may be eligible to join the childcare voucher scheme through Sodexo. Further information will be provided at your induction.
- BHSF - Employer Funded Healthcare Scheme- You may be eligible to join the BHSF Employer funded Healthcare scheme with effect from your start date. Further information will be provided at your induction.
- Neyber Loan Scheme - You will have to access financial education and loans with competitive interest rates, repaid through a net salary deduction arrangement.
- Wesleyan - You will have access to financial advice.
- Cycle to Work Scheme - The Cycle to Work scheme is a tax-exempt Government initiative where employers can loan bicycles and eligible cycling safety equipment to eligible **employees for their commute to work** through a salary sacrifice arrangement over 12 months.
- Online Bike Shop - Employer provides bicycles, components, accessories, kids' bikes, electric bicycles, bikes over £3000, bike tech, etc (basically everything outside of Cycle to Work Scheme limitations as well as within it) to eligible employees through a salary sacrifice arrangement over 12 months.
- Discounts Scheme - Voluntary discounts (not through payroll) which are integrated into our platform allow employees to access a discount of 10% across 26 retailers at the point of purchase as well as other specially chosen discount options to support their health and wellbeing.
- Holiday Scheme - Employer provided holidays available to eligible employees (for the employee and their families) through a salary sacrifice arrangement over 12 months. Maximum holiday value £1500.

- Home Electronics and Mobile Phone Scheme - Employer provided Home Electronic goods including Mobile Phone hardware to eligible employees through a salary sacrifice arrangement over 12 months.

Safer Recruitment Statement

Academies Enterprise Trust (AET) is committed to safeguarding and promoting the welfare of children and young people in its academies. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children including 'Keeping Children Safe in Education Guidance' (September 2018). In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

Safer Recruitment

Job descriptions and person specifications make reference to safeguarding and child protection and all posts are subject to a Disclosure and Barring Service check (DBS).

All advertisements include our safeguarding statement and commitment.

Application Stage

- All applicants are scrutinised to verify identity and academic or vocational qualifications
- Professional references are requested using our standard proforma for shortlisted candidates
- References must cover a period of the last 5 years of employment. As a minimum, these should be from the two most recent employers
- References are checked against previous employment history and gaps in employment
- Our standard reference proforma makes reference to suitability to work with children and young people
- Professional references must be obtained from professional email addresses
- The application form requires applicants to complete a disclosure of any criminal convictions

Shortlisting

Only those candidates who meet the criteria outlined in the person specification will be shortlisted.

Interview

1. Shortlisted candidates will take part in an in-depth interview and selection process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in employment in their application form this includes their employment history.
3. Candidates at their interview will be reminded of their responsibility to disclose criminal convictions that are subject to DBS check if they have not already done so on the application.
4. Proof of right to work in the UK must also be provided at the interview.

Appointment

Disclosure and Barring Service and other pre-employment compliance checks

- A Disclosure and Barring Service Certificate (DBS) will be required for all appointed posts is it enhanced
- Fitness to work declaration will be required following appointment to ensure that a candidate has the health and physical capacity for the job
- Keeping Children Safe in Education declaration
- Further identity checks to determine you are who you say you are
- Inclusion on our Single Central Record (SCR)
- List 99 in some circumstances
- Prohibition checks for appropriate applicants

Probation

All new staff will be subject to the AET probation procedure for a period of six months. The probation period is to enable the assessment of an employee's suitability for the job for which they have been employed. This includes the monitoring of performance in relation to duties, skills, qualifications & experience outlined in the job description and person specification. This will also include employees suitability to work with children and young people and their commitment to safeguarding and child protection.

Equal Opportunities

AET recognises the value of, and seeks to achieve, a diverse workforce which includes people from all backgrounds. AET takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

General Data Protection Regulation

AET is committed to ensuring that your privacy is protected. By signing a contract of employment you will agree for AET, and/or agents appointed by the Group, to process your personal data, including "sensitive personal data" as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/ or administration, as well as, complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to AET. A full list of these organisations is available upon request. Further information about how and why we collect your data can be found in the "AET Privacy Notice for Applicants"

Application Process

Thank you for considering applying for the Headteacher post at Aylward Academy.

To arrange a school visit or to find out more, call Tanya Bentham, Head of Talent on 0203 947 5689 or email: recruitment@academiesenterprisetrust.org or contact Tom Nutley, Recruitment Consultant, Tes on 07767 001965 or email: tom.nutley@tes.com. Apply online below.

For an informal discussion please contact Tanya Bentham contact details above.

Closing date: 12 noon Friday 21 May 2021

Interview dates: Monday 24 May 2021 and Tuesday 25 May 2021

We look forward to receiving your application.