



HABERDASHERS' ASKE'S FEDERATION



Haberdashers' Aske's
Hatcham Temple Grove
Primary School
Lower KS2 Primary
Class Teacher

RECRUITMENT PACK

A MULTI-ACADEMY
TRUST

www.habsfed.org.uk



About us

A Message from the Headteacher

Dear candidate,

It gives me great pleasure to write this introductory letter to you as the Headteacher of Hatcham Temple Grove Primary School (HTG), 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 HTG Primary School and its long-standing traditions have not. HTG Primary School is a primary school within the Federation of eight other schools.

This role of the class teacher 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 HTG Leadership Team (HLT), teachers, support staff, parents and pupils, our three key priorities are to ensure excellent Quality First Teaching, Behaviour for Learning and Achievement & Outcomes.

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 pupils. The key focus for HLT in the coming weeks and months will be to raise academic progress and achievement across all subjects. We wish for all of our pupils to be well-qualified and equipped to face an increasingly competitive world, where background or starting points are no barrier to progress and success.

In turn, we can promise an investment in you and your future, providing first class professional development and career opportunities. In our Federation, explicit opportunities are created to support leaders in their development to support high performance within our teams and chains of accountability. You will work alongside peers from the very highest calibre from across the Federation. The job offers you an opportunity to showcase your talent and demonstrate your capacity to make a real impact in education.

As I draw this message to a close, I would like to take this opportunity to thank you for considering this significant 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 HTG Primary School continues to be a school of first choice aligning academic excellence, cultural capital, self-discipline, professional pride and service to others.

Yours sincerely

Emily Gyimah Headteacher of Hatcham Temple Grove Primary

A Message from the Chief Executive

Dear candidate,

Thank you so much for your interest in the post of class teacher and you may wonder what it is like to work as part of the Haberdashers' Aske's Federation. The Federation currently comprises a new school in Southwark and three all-through clusters each serving a different community in south-east London but all sharing an overall vision and ethos. This vision and ethos encompasses the views of all staff and governors within the Federation and is the compass for the Federation Executive team. This Team is chaired by me and is made up of the Deputy CEO who is also Principal of Borough Academy, the Executive Principals of the all through clusters, the Director of Atlas, two of our Primary Heads, the Federation Finance Director, and the Federation Director of Operations. Alongside the Federation Executive team each school has its own leadership team, leading to a total of around 50 senior leaders across the Federation. The scale of our leadership teams overall gives the Federation enormous capacity. It is this capacity that has resulted in the success of the Federation, and it is this capacity that allows us to mount new ventures such as Borough Academy in Southwark. And it is this capacity to embark upon new challenges that makes the Federation a uniquely exciting place to be.

The successful candidate will be someone with vision and substance, who has a track record of improvement in a school environment. We expect this person to have the combination of skills to teach to the highest standards, with the ambition to ensure that HTG continues to achieve even greater things for its children and young people and for the wider community that it serves. If you are motivated by working in a challenging and supportive environment where the key outcome is our shared desire to achieve the very best for our children and young people to secure life chances from which they may not otherwise benefit, if you have the talent, tenacity and passion then I hope you will consider applying for this role.

Yours sincerely

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

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





Role Description

Lower KS2 Primary Class Teacher

Start date:	January 2020
Salary:	MPS + ILW
Length of post:	Permanent
Location:	South London
Accountable to:	Primary Headteacher

Summary of the overall purpose of the job

To raise the standards of attainment of the pupils in their class and ensure that planning, preparation, recording, assessment and reporting meet the varying learning and social needs. To maintain the positive ethos and core values of the school, both inside and outside the classroom.



Detailed Responsibilities

Key responsibilities and objectives of the job

- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors
- Ensure that the current national conditions of employment for school teachers are met
- Implement agreed school policies and guidelines
- Support initiatives decided by the Headteacher and staff
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks
- Be creative in providing imaginative learning opportunities for pupils in the class
- Work effectively with year group and phase partners to plan dynamic and effective learning schemes
- To be instrumental in developing a stimulating and engaging curriculum for pupils within a phase group and learning and teaching team
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy
- To monitor and review the quality of learning and teaching, ensuring that pupils make good progress
- To promote a 3-11 culture and integration across phases wherever possible
- Be innovative in the use of ICT and a range of other resources to provide excellent and personalised learning
- Be able to set clear targets, based on prior attainment, for pupils' learning
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning
- Report to parents on the development, progress and attainment of pupils
- Participate in meetings to ensure the best provision for individual pupils is assured to meet their specific needs
- Communicate and co-operate with specialists from outside agencies
- Lead, organise and direct support staff within the classroom
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers
-

General responsibilities and objectives

- To work within the School framework with regard to Health and Safety
- To promote equal opportunities in the School
- To actively promote the aims and ethos of the Federation
- To support the School's commitment to the continued professional learning of all staff
- To undertake any additional duties as may reasonably required by the Headteacher
- 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 Federation's safeguarding policies.

This job description reflects the core activities of the role and as the Federation and the post-holder develop there will inevitably be changes in the emphasis of duties. It is expected that the post-holder recognise this and adopt 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.

Person Specification

Criteria	Essential	Desirable	HOW IDENTIFIED AND ASSESSED
			AP Application AS Assessment I Interview P Presentation R References
Education/qualification and training			
Will hold a good honours degree in a relevant discipline	✓		AP,I, R, AS
Experience			
Will be an outstanding classroom practitioner with an excellent track record of progress and results	✓		AP,I, R
Will be able to demonstrate a passion and enthusiasm for English, with the ability to transmit this to students	✓		AP,AS, I
Raising attainment of Primary pupils	✓		
Personal characteristics/other requirements			
Ability to speak and teach German at Primary level	✓		AP,AS, I
Is committed to personalised learning	✓		AP,I,R
Will demonstrate high level communication and literacy skills	✓		AP, AS,I, R
Is a 'can do' person who works positively and collaboratively		✓	AP, I, R
Should have knowledge of KS2 curriculum	✓		AS,I,R
Effective teaching and learning styles.	✓		AP,AS,I, R



Recruitment Process

Key dates

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

Role Advertised	Thursday 7 th November 2019
-----------------	--

Application closing date	Friday 22 nd November 2019
--------------------------	---------------------------------------

Format of Applications

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

<https://www.habsfed.org.uk/Staff-Vacancies/Hatcham-College/>

Further information

If you would like more information about the post or our organisation, please email hatchamhr@haaf.org.uk to request 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.



HABERDASHERS' ASKE'S FEDERATION

A MULTI ACADEMY TRUST



Haberdashers' Aske's Federation
Pepys Road London, SE14 5SF

Tel: 0207 652 9510

Fax: 0207 652 9530

Email: hatchamhr@haaf.org.uk

www.habsfed.org.uk