



PRENDERGAST VALE SCHOOL

Candidate Pack



ASSISTANT HEADTEACHER APPOINTMENT



Leathersellers'
FEDERATION OF SCHOOLS

AMBITION

INCLUSIVITY

COLLABORATION

EXCELLENCE



Prendergast Vale School

Thank you for your interest in the role of Assistant Headteacher – Curriculum and Assessment at Prendergast Vale. We are a small school, within a big community committed to providing a dynamic and supportive learning environment. This role is a key part of our vision to ensure our students receive the highest quality of personal development, student voice and academic support enabling them to achieve well and make a positive contribution to society.

Prendergast Vale School is a place where academic and personal excellence is at the heart of everything we do. As a member of the Leathersellers' Federation of Schools, we believe in the power of collaboration, innovation, and a shared commitment to success. Our school motto, in perpetuum discimus – “we are forever learning” reflects our dedication to fostering a community where staff are curious, passionate and driven to provide the best educational experiences for our students.



In this role, you will have the unique opportunity to shape and lead our approach to curriculum and assessment to ensure the highest outcomes and rates of progress for our pupils. We are looking for an innovative, collaborative and ambitious leader who is eager to contribute to our journey towards becoming an outstanding provider. As part of our team, you will be able to bring new ideas, influence our curriculum and work within a community that values personal and professional growth.

We believe Prendergast Vale is a special place to work, where your creativity and vision will be nurtured. Being part of the Leathersellers' Federation offers a rich opportunity for formal collaboration and professional development across our family of schools.

If you are excited about this opportunity and would like to learn more, please do get in touch with Ruth Retamino, PA to Headteacher, at rretamino.pv@lsfed.com to arrange a visit.

The closing date for receipt of applications is 9:00 am, Monday 24 February 2025.

Interviews will be held on Thursday 27 February 2025.

We look forward to receiving your application and learning how you can contribute to our community.

Kind regards
Mr E Coogan
Headteacher



“
*Staff enjoy the
opportunities
for collaboration
between the schools.*

”
Ofsted 2018



Prendergast Vale School



Prendergast Vale School

www.prendergast-vale.com

 @ValePrendergast

- Prendergast Vale is a small school within a big community. As a member of the Leathersellers' Federation of Schools, we are stronger together. We believe all our pupils can achieve success in life by working hard and being kind.
- Our subject specialists design engaging and high-quality curricula that enable our pupils to reach their academic potential and develop a thirst for learning. As a result, they will become confident, resourceful and independent learners who can pursue their ambitions and attend university if they wish.
- We encourage pupils to value their education at Prendergast Vale and we equip them to achieve and excel in life after school. They leave our care as responsible, motivated young adults who are eager to make positive contributions to society.



“

The school's work to promote pupils' personal development and welfare is good.

”

Ofsted 2018



Job Description - Assistant Headteacher

Post title

Assistant Headteacher: Assessment & Curriculum

Purpose of the job

To lead the assessment, reporting and analysis work of the Headship Team

To assist the Headteacher, Deputy Headteacher and Governors in ensuring the achievement of the highest possible educational standards, creating an atmosphere and structures in which pupils feel valued and staff have high expectations of them, and ensuring we have a well planned and sequenced curriculum which delivers a high quality of education for all.



Reporting to

Headteacher

Responsible for

Leading assessment, reporting and data analysis in the secondary phase.

Leading the development of KS4 education in liaison with the Headship & Leadership Teams, and assisting the Headteacher and Deputy Headteacher with the overall management and development of the school.

Leading of the curriculum

Liaising with

Headteacher, Headship Team, Leadership Team, governors, parents and external agencies

Key functions

- To deputise for the Headteacher and take responsibility for the day-to-day running of the school in her/his absence if required in the absence of the Deputy Headteacher.
- To lead the year 9 options process and transition to key stage 5.
- To lead the school self-evaluation process and subject performance review process at KS4 in liaison with the Headteacher
- To lead and manage the schools IT strategy.
- To lead and manage the secondary phase assessment and reporting system.
- To ensure that the school management information system is used effectively to provide accurate assessment information to all staff
- To lead the analysis of school performance data at key stage 4, and the school target-setting process, reporting directly to the Headteacher
- To develop and produce an efficient and effective timetable that supports the requirement of the curriculum.
- To routinely review the timetable to ensure progress and high attainment for all learners and a cost effective use of teacher resources to effect this.

“

*Leaders at all levels
have a strong vision
for the school's
future development.*

”

Ofsted 2018

Specific responsibilities

The main responsibilities of the post are to:

- support the process of Curriculum Area and subject area formal review, looking at examination and other performance data
- lead and manage the assessment system to ensure that pupil performance is assessed effectively and efficiently in all areas of the school curriculum, in line with the requirements of the National Curriculum and school curriculum
- to use data to set challenging targets for pupils and groups and to develop systems to share those targets efficiently with all stakeholders
- ensure that effective and efficient use is made of SISRA by staff as an integral element of the assessment system
- lead and manage the operation of the school reporting system to ensure that pupils, parents and staff are given relevant information on pupil performance at least half termly
- lead the development of the use of Bromcom, ensuring that the system is managed effectively by the Data Manager, and that it is used effectively by staff to support learning
- liaise with the Data Manager to ensure that Bromcom data is kept accurate and up to date
- lead the analysis of school performance data, providing regular and frequent detailed and summary data on pupil performance to the Headship and Leadership Teams and Governing Body and to other agencies as required
- manage and support the work of specified Heads of Faculty to ensure that the relevant curricular teams are well managed and effectively led and that lessons are challenging and exciting
- attend examination results days in the summer, and work with the Exams Officer to provide efficient and thorough analysis of exam results and provide this information to the local press in liaison with the Headteacher
- support the Exams Officer in the organisation and management of the KS3 and KS4 assessment process, including overseeing baseline data and progression data with the use of GL assessments
- lead on the organisation and day to day running, with support from the Exams Officer, of formal GCSE examinations and any mock examinations
- Lead the process for the curation of, and maintenance of the whole school timetable
- support the Data Manager in the production of the Census or equivalent return and other DfE returns
- support the Heads of Faculty in the maintenance of good behaviour and discipline
- participate in and support the Performance Management Policy
- assist in the development of the School Improvement Plan and Self Evaluation and its review mechanism
- organise and run revision activities outside school hours
- be a key member of the Headship Team
- be a key member of the Leadership Team
- undertake any other tasks as reasonably required by the Headteacher



“
*Pupils' spiritual,
moral, social,
and cultural
development is
promoted well.*

”
Ofsted 2018

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

The postholder may be required to perform any other reasonable tasks after consultation.

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 constructed.

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 at any time after consultation with the postholder.

All staff participate in the school's performance management scheme.



“

*The behaviour of
pupils is good.*

”

Ofsted 2018



Person Specification

Assistant Headteacher – Assessment & Curriculum

Assessment: A = Application; I = Interview Programme; R = Reference



“

In the primary phase, teaching is excellent.

”

Ofsted 2018

Qualifications

Essential

- Qualified Teacher Status **A**
- Regular and appropriate CPD including evidence of recent leadership development **A, I**
- Qualifications appropriate to the post **A**

Desirable

- NPQL
- Higher Degree – Masters

Assessment
A, I

Experience

Essential

- Leadership experience at Head of Year/ Head of Faculty level at either primary or secondary phases of a school **A, I, R**
- Successful experience of leading student voice activities **A, I, R**
- Track record of achievement in raising educational standards **A, I, R**
- Partnership and Team working **A, I, R**
- Innovation and creativity to engage, enthuse and progress learners **A, I**
- Demonstrable success in leading through significant periods of improvement and development **A, I**

Desirable

- Experience of leading personal development **A, I**

Assessment
A, I, R

Knowledge and Understanding

Essential

- Ability to coach and motivate professionals, both individually and within groups, to achieve individual and collective targets **A, I**
- Ability to develop and implement strategies to enhance and sustain whole school initiatives **A, I**
- Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies **A, I**
- Ability to work autonomously, prioritise conflicting demands and thrive under pressure **I**
- Successful classroom experience across the 11-16 age range with supporting data demonstrating outstanding pupil outcomes/ progress **A, I, R**
- Knowledge about effective approaches to personal development **A, I**

Desirable

- Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support
- Lead on whole school diversity, equity and inclusion
- To have delivered staff CPD linked to delivery of PSHCE

Assessment
A, I, R



“

The curriculum is broad and balanced and includes creative subjects.

”

Ofsted 2018



“
The Early Years
provision is
outstanding.

”
Ofsted 2018

Skills and Personal Attributes

Essential

Leadership Qualities required for this role at Prendergast Vale School:

- Is a **kind** leader, creating a supportive and inclusive environment where staff and pupils feel valued, respected and nurtured. Has **emotional intelligence** and compassionate leadership which is instrumental in fostering a trusting culture across the school and federation. |
- Demonstrates **optimism** and a forward-thinking approach to help maintain morale during challenging times. Consistently motivates the school/federation community and inspires confidence in the school's and federation's future direction. |
- As a **connector**, promotes collaboration across departments and between schools within the federation. By bringing together diverse perspectives, builds a strong sense of unity and shared purpose. |
- Demonstrates **honesty** and integrity to help build trust with pupils, staff and parents/carers. Demonstrates transparency in decision making, ensuring everyone feels involved and understood. |
- Shows **creativity** in addressing complex challenges, encouraging innovation in teaching and learning. Makes persistent efforts to find new solutions which are crucial in advancing the school's/federation's vision. |
- As a **visionary leader**, continues to inspire the school/federation community towards ambitious goals. Has the ability to articulate a clear and ethical vision for the future, and make courageous decisions, to help steer the school/federation towards continuous improvement. |

Desirable

- Strong organisational skills and ability to delegate
- Resilience and motivation to manage day-to-day challenges
- Integrity, openness, energy and enthusiasm
- Strong interpersonal, written and oral communication skills.
- ICT literate and can develop effective reporting mechanisms to key stakeholders
- Interest of developing collaborative ways of working

Assessment

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Other requirements

High expectations for every pupil and a proven track record of making a difference to the learning experiences of pupils inside and outside the classroom

Safeguarding and Welfare

Prendergast Vale School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.

About Our Federation



The Leathersellers' Livery Company

www.leathersellers.co.uk

 @Leathersellers

- The Federation includes three schools: Prendergast School (11-18), Prendergast Vale School (3-16), and Prendergast Ladywell School including Prendergast Primary School (4-16).
- The Leathersellers' Federation of Schools employs over 400 staff and provides education for more than 3000 students.
- Our Headteachers and central team work closely together, sharing knowledge, expertise and resources to benefit each school.
- The Leathersellers' Livery Company, which has been helping to raise standards in education since the 17th century, supports our Federation. It provides:
 - Financial support to our schools to improve the quality of education, as well as focussing on areas such as raising career awareness and aspirations, improving mental health and wellbeing, broadening sporting opportunities, awarding school prizes and grants for our students.
 - A significant amount of time and energy, in the form of governors for our federation board, helping to make sure the schools achieve their goals.
 - Links to various higher education establishments such as St Catherine's College Oxford University, Fitzwilliam College Cambridge and the Guildhall School of Music.



Rev. Joseph Prendergast

The History of the Leathersellers' Federation of Schools

1831 – 1857	Dr. Joseph Prendergast was Headmaster of Colfe's School.
1888	Dr. Joseph Prendergast's will stipulated that he wanted a school for girls in Lewisham.
1890	Prendergast Grammar School for girls was founded on a site provided by the Leathersellers' Company in Rushey Green.
1977	Prendergast School became a comprehensive school.
1995	Prendergast School moved to the current site.
2009	The Federation was formed. Crofton Park School joined – now known as Prendergast Ladywell School.
2011	Prendergast Vale School joined the Federation on the site of Lewisham Bridge Primary School.
2013	Prendergast School rated as OFSTED 'Outstanding'.
2015	Prendergast Primary School (part of Prendergast Ladywell all-through school) was opened.
2018	Prendergast Vale School rated as OFSTED 'Good' with 'Outstanding' Early Years provision.
2019	Prendergast Ladywell School rated as OFSTED 'Good' with 'Outstanding' Early Years provision.

"And as to all the residue of my estate and effects whatsoever consisting of pure personalty I give and bequeath the interest and income thereof unto my said wife and her said sisters for their joint lives and life of the survivors and survivor of them. And after the decease of such survivor, I give and bequeath the said residue to the Vicar and Churchwardens for the time being of the Parish of Lewisham for the endowment and support of a Grammar School for Girls in the Parish of Lewisham."



Prendergast Grammar School for Girls



Our Core Values are:

- Ambition
- Inclusivity
- Collaboration
- Excellence

WE ARE STRONGER
TOGETHER

The Leathersellers' Federation of Schools

- We transform the lives of children and young people in our local area by supporting them to achieve success through education.
- The size and ethos of our schools mean we know each of our pupils personally, creating a safe, supportive and welcoming learning environment.
- We are an inclusive Federation. We value and celebrate diversity and want everyone to feel they belong, make the most of their particular talents, and achieve success in all its different forms.
- We expect our students to be aspirational and ambitious, academically, socially, creatively and in sport.
- We value creativity and wellbeing alongside academic achievement.
- We equip our students with the tools to make positive contributions and become responsible, independent, democratic citizens prepared for the future.
- We value the individual character of our schools.
- We aim to be the employer of choice for all staff by providing excellent research-led learning and development opportunities.
- We are stronger together; all member schools contribute to and benefit from the collaboration and support of the Leathersellers' Federation of Schools.

www.leathersellers-federation.com

 @LSfederation



Governance and Federation Executive Leadership Structure



Chair of Trust Board

Kate Ward

Joined Federation
2017



Executive Headteacher

Paula Ledger

Joined Federation
2016



**Headteacher –
Prendergast Ladywell
School**

Niall Hand

Joined Federation
2013



**Headteacher –
Prendergast School**

Kelly Lovegrove

Joined Federation
2020



**Headteacher –
Prendergast Vale
School**

Edmund Coogan

Joined Federation
2023



**Director of School
Improvement**

Avani Higgins

Joined Federation
2023



Director of HR

Una Tomkins

Joined Federation
2014



**Director of Finance
& Operations**

Martin Cunningham

Joined Federation
2016



LEATHERSELLERS' FEDERATION OF SCHOOLS



LEADERSHIP CHARTER



VISIONARY

As a visionary leaders, we **INSPIRE** and guide the school community towards a shared, **AMBITIOUS** future, ensuring that educational goals are forward-thinking and innovative. We demonstrate **ETHICAL** decision making, articulating 'why' we do things, so that pupils and staff feel invested in. We make **COURAGEOUS** decisions, inspiring people to come on the journey together.



CREATIVE

As creative leaders, we encourage the exploration of new teaching methods and solutions to challenges, promoting a dynamic and engaging learning atmosphere for our pupils. We are **CURIOUS** for new knowledge, **IMAGINATIVE** to envision possibilities and **DISCIPLINED** in planning. We are **COLLABORATIVE** in nature, **PERSISTENT** in overcoming obstacles to prepare our pupils for an ever-changing world.



CONNECTOR

As connectors, we bring together diversity of thought, fostering **COLLABORATION** and a sense of **UNITY** within and beyond the school. We create a school environment where pupils and staff believe in their own abilities. We bring this about by having **HIGH** expectations, identifying **POTENTIAL** and working to support the individual.



KIND

As kind leaders, we build a supportive, trusting, and **INCLUSIVE** culture, where pupils and staff feel nurtured, **VALUED**, and respected. We show compassion, emotional intelligence, **RADICAL CANDOUR** and a curiosity about pupils and staff to make genuine connections.



OPTIMISTIC

As optimistic leaders, we are **REFLECTIVE** and **FORWARD** thinking. We are hopeful about the future and work to maintain morale, **MOTIVATE** the school community to persevere through challenges, leading to a **POSITIVE** outlook on the future. We make bold decisions for the betterment of pupils and staff.



HONEST

As honest leaders, we build trust to ensure effective communication and integrity. We are **PRINCIPLED**, **FAIR**, and **RELIABLE**; essential for maintaining credibility and a strong ethical foundation. We are transparent in decision making, regulating our own emotions to embed a culture of psychological safety.

