

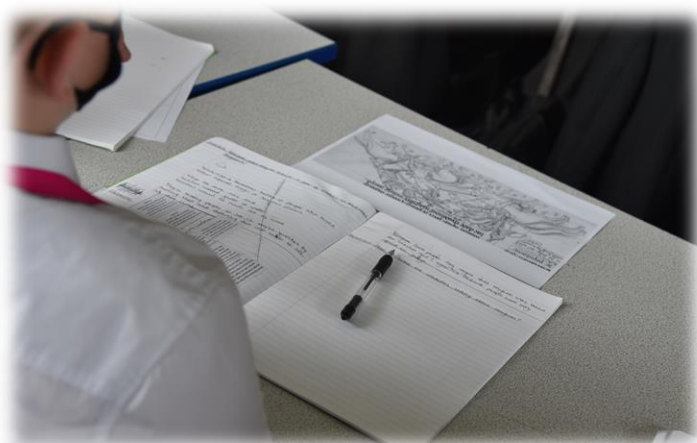
Forward Thinking, Cohesive, Proud

Candidate brief for the position of
Vice Principal Curriculum, Operations and Head of Upper School

Start date: September 2023

Tenure: - Permanent

Salary: Leadership pay scale 22-26



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Chief Executive Officer/Executive Principal
Rob Mammen
Chingford Academies Trust
Nevin Drive
Chingford
London E4 7LT

Tel: 020 8529 1853
Fax: 020 8506 3875

Dear Applicant

Thank you for expressing an interest in the post of Vice Principal Curriculum, Operations and Head of Upper School at Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description.

We very much look forward to receiving your application.

Yours sincerely



Rob Mammen
Chief Executive Officer/Executive principal

An Introduction to the Chingford Academies Trust

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including an externally funded Saturday School which is well attended.

Our strengths, including what Ofsted say about our schools:

The Schools serve a diverse community and are inclusive in their approach.

Pupils say that they are encouraged to respect others and treat everyone equally.

Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.

Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.

Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."

Parents, carers and staff are overwhelmingly positive about the Schools' work.

Positive relationships between teachers and pupils underpin engaging and effective learning.



Job Description

Chingford Foundation School

Job Title:	Vice Principal Curriculum, Operations and Head of Upper School
Responsible To:	Head of School and CEO/Executive Principal
Grade/Pay Range:	L22-26

Purpose of Job

To support and assist the Executive Principal and Head of School and be the strategic lead for the Quality of Education, School operations and leading on all matters relating to the Upper School (Y10-13)

Principal duties

Curriculum

- Lead on the School Improvement Plan: Quality of Education;
- Develop further the intent, implementation and impact of the school's curriculum;
- Oversee the analysis and communication of assessment data, including the continued improvement of outcomes for all learners;
- Lead the team of Middle Leaders for curriculum areas;
- Lead on the development of an adaptive curriculum for vulnerable students, including the coordination of strategies to improve outcomes and experience for students on the SEND register, students receiving the PPG and other vulnerable groups;
- Oversight of and development of academic interventions;
- To provide dynamic and professional leadership and management by sharing and modelling the school's vision and values in everyday work and practice;
- To develop and motivate staff;
- To set high expectations for all;
- To contribute to our rigorous and on-going self-evaluation;
- To take responsibility for leading specific areas and initiatives to secure further school wide improvements.
- Oversee the process for public examinations
- Oversee the options/subject selection process for pupils with the VP: Curriculum
- Oversee the timetabling process

Operations

- Management of Information Systems
- To oversee the timetable and ensure that it is fit for purpose
- To oversee Cover and support the cover administrator
- To oversee trips and the calendar

- To oversee vaccinations and school photographs

Head of Upper School

- Responsible for all matters relating to Years 10 – 13
- Year 11 to 12 transition
- Progress and achievement of students in Years 10 -13
- Marketing of 6th Form to students
- UCAS
- To support the Careers programme alongside the VP: Personal Development
- To develop school wide Student Leadership

Line Management Responsibilities

- Assistant Principal: Progress and Achievement
- Assistant Principal: Teaching and Learning
- Sixth Form Team
- Head of Year 10 and Year 10 Pastoral Support Officer
- Head of Year 11 and Year 11 Pastoral Support Officer
- Subject Lead (s)

General

- These above-mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the School.
- Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
- To be committed to, and comply with, all school policies.
- To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
- To participate in appraisals annually in line with school policy.
- To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
- To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
- To work effectively and successfully in your team within school.
- Take an active role in the recruitment of new staff.
- Be a visible, proactive presence around the school supporting an ordered and structured environment.
- Support the school's curriculum
- Lead school Assemblies when required.
- To interview applicants to the school as deemed appropriate.
- Participate fully in Performance Management.
- Provide support to the Executive Principal/ Head of School in respect of disciplinary, capability or grievance issues in line with the trust grievance and disciplinary policies.
- Cover for the Executive Principal, Head of School and Vice Principals if they are absent from school (as requested by the Executive Principal or Head of School).
- Undertake a reduced teaching timetable.
- Contribute to the school INSET programme.

- Attend all SLT meetings.
- Be available during the summer holidays to offer guidance and support post GCSE and A level results days.
- Represent the school at public events.
- To support the marketing events to promote the school

Other requirements

- To have an up-to date Enhanced DBS Disclosure.

Safeguarding

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are recruited through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to their post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LBWF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence, safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance, which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

Person Specification

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND EXPERIENCE	
Graduate with Qualified Teacher Status	AF
Evidence of leadership preparation through Continuous Professional Development	AF
Experience of secondary school(s) as a Senior Leader	AF
Experience of having secured on-going student progress through own teaching	AF
Direct experience of: At least 2 years' experience at senior leadership level Understanding of key educational issues/change, combined with the ability to lead and coordinate their effective implementation Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement A record of sustained progress in learning with improved outcomes for students Successful line management of key areas of responsibility and holding others to account Experience of developing quality assurance programmes and evidence of successful outcomes Experience of effectively working with others including parents, governors and external agencies	AF/I/R
Development of effective and sustainable relationships, respect and credibility, working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations	AF/R
Experience of effective management of people and financial resources	AF
Understanding of the OFSTED framework	AF/I/R/AA
QUALITIES AND KNOWLEDGE	
Having vision and ambition with the ability to implement it strategically.	AF/I/R
Able to build and communicate a coherent vision of excellence and equality, empowering all pupils and staff to contribute and achieve their full potential	AF/I
Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on pupils' attainment, behaviour and attitudes.	AF/R
Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development and sustained school improvement	AF/I/R

Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.	AF/I/AA
Political insight and knowledge of national trends that could impact upon both the school and the Chingford Academies Trust	AF/I/R
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development	AF/R
Willingness to actively participate in professional learning.	AF
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
PUPILS AND STAFF	
Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example.	AF/I
Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes	AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all pupils	AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor and under performance across the school	AF/I/R
Commitment to and ability to implement an ethos of the highest standards of pupil behaviour, standards and welfare	AF/I
SYSTEMS AND PROCESS	
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources in order to maximise the achievement of all pupils.	AF/I
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff	AF/I
Ability to develop and maintain effective relationships with the Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities	AF/I
Effective people management capabilities, including understanding of the role of Appraisal and Performance Management in staff development and school improvement	AF/I
SELF-IMPROVING SCHOOL SYSTEM	
An understanding of, and sensitivity to, the needs of all members of the school and wider community	AF/I/R

The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social and cultural development of pupils	AF/I
Ability to engage the school community in systematic and rigorous self- evaluation, combining the outcomes of this with external evaluations to support the continuous development of the school	AF/I
Commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the school and its stakeholders	AF/I
SKILLS	
Capacity to motivate, inspire and challenge young people.	AF/I/R
Ability to communicate a vision and inspire others.	AF/I
Celebrate excellence and challenge poor performance.	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Ability to prioritise, plan and organise themselves and others, using time effectively	AF/I
Ability to build positive relationships with colleagues, students and parents	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I
Ability to teach Key Stage 3 and 4	AF
QUALITIES AND ATTRIBUTES	
Passionate about education, inclusion and success for all, leading by example with optimism, empathy and integrity to inspire, motivation and generate trust in others	I
Highly effective and creative communicator (oral and written)	I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners	I
Ambitious, driven and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence, and recognise and deal effectively with poor performance	I
Ability to generate commitment and develop strong teams to manage change effectively	I/R
Have a visible and positive presence around school	I
Ability to work under pressure and prioritise effectively	I/R
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF

Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF
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Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

The Trust will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

You can find out more information by taking a look at our websites:

www.chingfordfoundation.org and www.southchingfordfoundation.org.uk

To arrange a visit to the Trust schools please contact HR on 020 8529 1853 extn: 226 or email

hr@chingfordacademiestrust.org.uk

Closing date: 9am on Wednesday 26th April 2023

Interview date: Week commencing 8th May 2023

Please return your completed application to jobs@chingfordfs.org.uk

The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.



How to Apply

- i. Read carefully all the information about this post.
- ii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iii. Send your completed application form by email (if downloaded) to:
jobs@chingfordfs.org.uk or post to:

Human Resources
Chingford Academies Trust
31 Nevin Drive
Chingford
London
E4 7LT

Your application must be received by 9am on Wednesday 26th April 2023

Recruitment Process

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

Pre-employment Checks

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity (if working at a school, one of which must be your current Chief Executive Officer/Headteacher). It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK.
- Complete a Medical Declaration in order to ensure fitness to work.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position.

Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.

This Charter supports CAT Strategic Objectives 3 and 4:

Strategic Objective 3:

To develop a culture within the constituent Academies of the MAT in which all employees and students have outstanding behaviour and attitudes to one another, their learning and the community of schools

Strategic Objective 4:

To nurture a culture in which personal development contributes to the creation of a harmonious community

Creating the Right Environment

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

Building Relationships

- Being warm, empathic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

Repairing Relationships

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

Reflecting and Improving

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.

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