

# PRINCIPAL

## Harris Academy Falconwood

**Generous salary package  
based on experience and expertise**

### How To Apply

Please visit [www.harriscareers.org.uk](http://www.harriscareers.org.uk) to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

### Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders**.

## About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils we serve.

## Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country. We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our young people and communities are at the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

## Our Values

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation**. We are proud of our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

## What Sets Harris Apart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies, but Principals have ownership of running their schools to determine the best curriculum and other local policies to suit the context of their school, staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, Sixth Form and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

## From Our CEO

*We see Harris as a system disrupter – whose purpose is to make life fairer for children in and around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.*

*We strive to deliver an excellent education to our young people so they can progress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.*

*The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.*

*As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as ‘outstanding’, and all of us are committed to growing our expertise and sharing it with each other.*

*Sir Dan Moynihan  
Chief Executive*

## Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives including:

- Excellent opportunities for continuous professional development and support to progress your career
- A Harris Allowance for teaching staff in addition to your salary
- Annual performance and loyalty bonus
- Pension scheme (Teachers Pension Scheme or Local Government Pension Scheme) with generous employer contribution
- 25 days annual leave plus bank holidays (for non-term time only staff), rising to 26 days after 2 years' service, as well as Christmas Eve off for staff who work across the full year
- Affordable electric car salary sacrifice scheme (up to 40% discount on car lease costs)
- Lifestyle friendly working arrangements and policies
- Harris Wellbeing Cash Plan including cover for routine and specialist healthcare
- Employee Assistance Programme for free and confidential advice
- Cycle to work salary sacrifice scheme
- Wide-range of shopping, leisure, and travel discounts, and exclusive to Harris employees, a generous 20% off at Tapi Carpets
- Interest-free ICT and season ticket loans

## Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Harris.

# Job Purpose

## **Overview**

As Principal, to provide the leadership and management necessary to secure high quality teaching and learning to rapidly raise standards of achievement.

## **Core Purpose of the Principal**

To provide professional leadership in securing the academy's success, ensuring high quality education for all its students and improved standards of learning and achievement.

The Principal is the leading professional in the academy. Working with the Governing body and Harris Federation, the Principal will provide leadership and direction for the academy to ensure that it achieves an outstanding quality of education swiftly. The Principal is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the academy's aims and objectives. The Principal should also secure the commitment of the wider community by developing and maintaining effective networks with, for example, other schools, higher education institutions, employers, careers services and with the Harris Federation. The Principal is responsible for creating a productive, disciplined learning environment and for the day-to-day running, management, organisation and administration of the academy.

# Main Areas of Responsibility

## **The Principal's effective leadership will result in:**

### **An academy where:**

- There is a positive ethos that reflects the Academy's commitment to high achievement, effective teaching and learning, and good relationships;
- Staff, governors and parents have confidence in the leadership and management of the Academy;
- Staff and governors recognise their accountability for their tasks and contribute fully to the development and successful implementation of policies and practices;
- The life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life;
- Effectiveness is kept under rigorous review, and links with the wider community contribute to students' attainment and personal development;
- Efficient and effective use is made of staff, accommodation and resources;
- Delegated responsibilities to ensuring that finance and administration are effective, and the carefully costed development plan is focused on improving educational outcomes.

### **Students who:**

- Make progress to at least expected or better than expected standards;
- Show good improvement in their literacy, numeracy and information technology skills;
- Know the purpose and sequence of activities;
- Are well prepared for tests and examinations;
- Are enthusiastic about the subjects they are studying and are highly motivated to learn more;
- Through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;
- Benefit from the specialist teaching support available in Harris primary academies where appropriate.

### **Federation Board and Governors who:**

- Fulfil their statutory responsibilities and hold the academy to account for the quality of education it provides and the standards students achieve.

### **Teachers who:**

- Ensure rapid improvement of all pupils;
- Have a secure knowledge and understanding of the subjects they teach;
- Set high expectations for all pupils;
- Plan lessons that address the needs of all pupils within the class;
- Employ the most effective approach(es) for any given content and group of pupils, including e-learning;
- Pace lessons appropriately, using time and resources effectively;
- Regularly mark and assess pupils' work and reinforce and extend pupils' learning and achievement through setting consistent and challenging homework;
- Understand the importance of a regime of rules and discipline;
- Are systematically monitored, evaluated and supported in their work;
- Set challenging yet realistic targets that are aspirational for all pupils.

**Parents who:**

- Enjoy an effective partnership with the academy which contributes to their child's learning;
- Understand and support the work of the academy;
- Are kept fully informed about their child's achievements and progress.

**The Principal should have knowledge and understanding of:**

- What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising pupils' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour;
- Strategies to achieve effective teaching and learning of English and Maths;
- The application of information and communications technology to teaching and learning, and to management;
- How to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
- Requirements and models for the curriculum and its assessment;
- Effective teaching and assessment methods, including the use of information and communications technology;
- Political, economic, social, religious and technological influences that have an impact on strategic and operational planning and delivery;
- Different leadership styles and practices and their effects in different contexts within the school;
- Management, including employment law, equal opportunities, legislation, personnel, external relations, finance and change;
- The national policy framework and the complementary rules and functions of government and national bodies;
- The statutory framework for education now in place, and its importance to the key tasks of headship;
- The implications of information and guidance documents from different sources including DfE, LAs, the Harris Federation and national bodies and associations;
- Governance at national, local and school levels;
- The contribution that evidence from inspection and research can make to professional and school development;
- Strategies for teaching pupils about the duties, opportunities, responsibilities and rights of citizens;
- Strategies for teaching pupils about ethnic and cultural diversity;
- Challenges of raising attainment in a multi-ethnic community;
- The need to prevent children from being drawn into terrorism ("the Prevent duty").

# Skills and Attributes

**Leadership skills – the ability to lead and manage people to work towards common goals.**

**The Principal should be able to use appropriate leadership styles in different situations to:**

- Create a secure commitment to a clear vision for an effective school;
- Initiate and manage change and improvement in pursuit of strategic objectives;
- Prioritise, plan and organise;
- Direct and coordinate the work of others;
- Build, support and work with high-performing teams;
- Work as part of a team;
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- Motivate and inspire pupils, staff, parents, governors and the wider community;
- Set standards and provide a role model for pupils and staff;
- Seek advice and support when necessary;
- Deal sensitively with people and resolve conflicts.

**The Principal should have the professional competence and expertise to:**

- Command credibility through the discharge of his or her functions and to influence others;
- Provide professional direction to the work of others;
- Make informed use of inspection and research findings;
- Apply good practice from other sectors and organisations.

**Decision making skills: the ability to investigate, solve problems and make decisions. The Principal should:**

- Make decisions based upon analysis, interpretation and understanding of relevant data and information;
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities;
- Demonstrate good judgment.

**Communication skills: the ability to make points clearly and understand the views of others. The Principal should:**

- Communicate effectively orally and in writing to a range of audiences;
- Negotiate and consult effectively;
- Manage good communication systems;
- Chair meetings effectively;
- Develop, maintain and use an effective network of contacts.

**Self-management skills: the ability to plan time effectively and to organise oneself well. The Principal should:**

- Prioritise and manage time effectively;
- Work under pressure and to deadlines;
- Achieve challenging professional goals;
- Take responsibility for own professional development.

**Attributes:**

- Personal impact and presence;
- Adaptability to change circumstances and to new ideas;
- Energy, vigour and perseverance;
- Self-confidence;
- Dedication, hard work and commitment;
- Enthusiasm;
- Intellectual ability;
- Reliability and integrity;
- Commitment;
- Sense of humour.

**The Principal should draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles including:**

**Key areas of headship**

Expertise in headship is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to bring about expected outcomes. The Principal will work with Governors, the Harris Federation, Senior Leadership Team and other colleagues in relation to the following five key areas. The Principal should also understand the roles of others in the academy as set out in the national standards and should support them as appropriate in fulfilling those roles.

**Strategic direction and development of the Academy**

The Principal working with the Governing Body should develop a strategic view for the academy in its community and analyse and plan for its future needs and further development within the local, national and international context.

**The Principal should:**

- Lead by example, provide inspiration and motivation and embody for the students, staff, governors and parents the vision, purpose and leadership of the Academy;
- Create an ethos and provide educational vision and direction that secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life, and secure the commitment of parents and the wider community to the of The Academy;
- Create and implement a strategic plan underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- Ensure that all those involved in the Academy are committed to its aims, motivated to achieve them, and involved in meeting long-, medium- and short-term objectives and targets that secure the educational success of the Academy;
- Ensure that the management, finance, organisation and administration of the Academy support its vision and aims;

- Ensure that policies and practices take account of national, local and school data and inspection and research findings;
- Monitor, evaluate and review the effects of policies, priorities and targets in practice and take action if necessary.

## **Teaching and learning**

### **The Principal should:**

- Create and maintain an environment and a code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enables teachers to meet the standards set out in the professional development framework;
- Determine, organise and implement the curriculum and its assessment;
- Monitor and evaluate them to identify and action areas for improvement;
- Ensure that improvements in English, Maths and information and communications technology are priority targets for all pupils, including those with special educational needs;
- Ensure that pupils develop study skills to learn more effectively and with increasing independences;
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs, to set and meet challenging, realistic targets for improvement;
- Create and promote positive strategies for developing good race relations and dealing with racial harassment;
- Develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

## **Leading and managing staff**

### **The Principal should lead, motivate, support, challenge and develop staff to secure improvement. The Principal will:**

- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- Plan, allocate and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement;
- Motivate and enable all staff in the Academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- Lead professional development of staff through example;
- Support and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate (for example, higher education, and subject associations);
- Understand the expectations of other staff and ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the statistics for teaching;
- Sustain motivation and that of other staff;

- Ensure that professional duties and conditions for employment as set out in the School Teachers' Pay and Conditions document, including those for the Principal, are fulfilled.

## **Quality**

### **The Principal should:**

- Develop, maintain and operate appropriate systems of quality assurance in all aspects of the academy's operation.

## **Efficient and effective deployment of staff and resources**

### **The Principal should deploy people and resources efficiently and effectively to meet the specific objectives in line with the strategic plan and financial context by:**

- Working with the Governors, the Federation and senior colleagues to recruit staff of the highest quality;
- Working with senior colleagues to deploy and develop all staff effectively to improve the quality of education provided;
- Setting appropriate priorities for expenditure and ensuring effective administration and control;
- Managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Managing, monitoring and reviewing the range, quality, quantity and use of all available resources to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

## **Accountability**

### **The Principal should:**

- Provide information, objective advice and support to the Governing Body and Harris Federation to enable them to meet responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- Create and develop an organisation in which all staff recognise that they are accountable for the success of the Academy;
- Present a coherent and accurate account of the Academy's performance in a form appropriate to a range of audiences, including governors, DfE, the local community, Ofsted, the LA and others to enable them to play their part effectively;
- Ensure that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the Academy's targets for improvement.

## Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Open Evening.
- To promote actively the academy's corporate policies.
- To adhere to the academy's Dress Code.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments 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 (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

# Person Specification

Area	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status, Degree, Further relevant professional studies.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant Further Degree or NPQH</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Senior Leader in a Secondary school.</li> <li>Leadership in curriculum development and in monitoring and evaluation strategies.</li> <li>Proven track record of raising attainment in an urban, multi-ethnic environment.</li> <li>Track record of raising standards in English and Mathematics and good knowledge of raising standards in Literacy and Numeracy.</li> <li>Good understanding of inclusion.</li> <li>Leadership in staff development.</li> <li>Some experience of budget management.</li> </ul>	<ul style="list-style-type: none"> <li>Management experience in more than one school, leadership in pastoral and curriculum development.</li> <li>Successful experience of raising the attainment of a range of ethnically diverse students.</li> <li>Working with a school in challenging circumstances.</li> <li>Involvement with academy specialisms.</li> <li>Creation of strong links with the local community.</li> <li>Experience of working as part of a Federated or similar structure of associated schools.</li> </ul>
<b>Knowledge, Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Thorough knowledge and understanding of current curriculum developments and how pupils learn.</li> <li>Understanding of principles and demonstrable application of school improvement and school effectiveness.</li> <li>Demonstrable ability to plan strategically, to lead, motivate, develop and inspire staff, and to manage change.</li> <li>Demonstrable commitment to equality of opportunity and inclusive education.</li> <li>Understanding of how academy specialisms can motivate and develop pupils.</li> <li>Understanding of multicultural issues in the context of the secondary school.</li> <li>Knowledge and understanding of principles and practices of performance management for all staff within an academy setting.</li> <li>High-level ability to analyse and interpret pupil performance data and set challenging but realistic targets.</li> <li>Ability to ensure an ethos and structure for sound discipline which enables all pupils to achieve.</li> <li>Leading on action planning evaluation.</li> <li>Ability to work effectively as part of the academy team and with governors, pupils and parents.</li> <li>Ability to work effectively with members of the local community in developing the academy as a community resource.</li> <li>Ability to communicate orally and in writing to a variety of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of issues related to challenging schools.</li> <li>Understanding of delivering a community education provision.</li> </ul>

<b>Equality Issues</b>	<ul style="list-style-type: none"><li>• Demonstrable knowledge and understanding of equality issues and legislation.</li><li>• Able to integrate quality policies into service delivery and employment practices.</li></ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"><li>• Ability to work under pressure and be resilient in the face of challenge.</li><li>• Ability to prioritise.</li></ul>

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children

## Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

## Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

## Help and Support

For our Help and Support completing your application, visit [www.harriscareers.org.uk](http://www.harriscareers.org.uk)

## Safeguarding Notice

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