

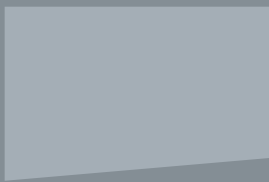
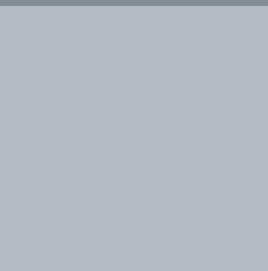


HABERDASHERS' ASKE'S

CRAYFORD ACADEMY

APPOINTMENT OF EXECUTIVE PRINCIPAL CRAYFORD ACADEMY CLUSTER

RECRUITMENT PACKAGE



PART OF THE
HABERDASHERS' ASKE'S
FEDERATION

www.habscrayford.org.uk



From the Chief Executive

Dear Candidate,

Thank you so much for your interest in the post of Executive Principal of Haberdashers' Aske's Crayford Academy.

Haberdashers' Aske's Crayford Academy is part of the Haberdashers' Aske's Federation Trust. Our Federation is a multi-academy trust of four secondary schools, five primary schools and a Teaching School Alliance (Atlas). The schools, with the exception of our newest secondary school in Borough, are organised into three all-through clusters educating around 5,000 2-18 year olds in the London Boroughs of Lewisham and Bexley.

Crayford Academy opened as a primary only school in 2009 and opened year 7 of the secondary phase of the Academy as an all through school the following year. Since then Crayford Academy has grown with its first GCSE results in 2015 and its first A Level results in 2017. We opened a new primary school in the academy in 2013, formerly Slade Green Junior School.

Since 2013 our Trust has reflected on the benefits of the all through structure, and whilst we are firmly committed to all through education, we were increasingly less convinced that our all through school structure was working. So this September we have separated out all of our primary and secondary schools so that now what was Crayford all through academy is now the Crayford cluster of one 11-18 secondary school and two primary schools, Crayford Temple Grove, a one form entry primary school that shares the site with the secondary academy and Slade Green Temple Grove, a two form entry primary school in Slade Green, about a mile and a half away from the Crayford site. The role advertised is executive Principal of the all through cluster, however we are open to appointing someone who feels that they would prefer to focus on being secondary principal in the first instance.

During its short life in Bexley, Crayford Academy has established itself as school of first choice for the community, being significantly over-subscribed each year. Naturally enough Crayford has its fair share of challenges being a non-selective school in the selective borough of Bexley, however its sixth form is growing each year and provides challenging academic and vocational pathways with some excellent destinations including a student this year achieving ABB and progressing to Warwick University to study physics and mathematics.

You will undoubtedly take a moment to read the most recent Ofsted inspection report on Crayford Academy from last summer. I am sure you can imagine the disappointment in the Academy with an outcome that judged the academy to require improvement. I would urge you to read beyond the headline judgement and see quite how much good work is going on in the school. The main improvement priority is to improve attainment and progress through a relentless focus on the quality of teaching. And this is the task for the new principal, within the context of our overall Federation Strategy, to ensure that all children make excellent progress towards their GCSE and A level qualifications.



You may wonder what it is like to work as part of the Haberdashers' Aske's Federation. As indicated above 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.

I believe this role offers an exhilarating opportunity to lead an all through cluster of schools to its next stage of development. It also offers the opportunity of contributing to the overall leadership of a well-respected and long standing multi-academy trust, which has worked through many growing pains since its establishment in 2005 to a position of a good knowledge of itself and of its strategy to improve still further.

The successful candidate will be someone with vision and substance, who has a track record of leading improvement in a comprehensive school environment. We expect this person to have the combination of skills to lead and manage the school to the highest standards, with the ambition to ensure that Crayford Academy 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 to lead this school and our Federation then I hope you will consider applying for this role, if you would like further information or an informal conversation about the role then I'd be delighted to discuss it with you. Please contact my PA on 0207 652 9516 or CentralandAtlasHR@haaf.org.uk to arrange a conversation.

Yours sincerely

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



Our Vision

Statement of Values, Aims and Ethos

The Haberdashers' Aske's Federation is a Federation four secondary and five primary state-maintained independent schools each at the heart of their community that share a vision for the education of children and young people. The Federation's vision is built from its values of aspiration and achievement, personal responsibility, self-discipline and mutual respect. The Federation is forward looking and values 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 are forward-looking and value innovation within the context of our long tradition of providing excellent education.”

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 Structure

Governance

The multi-academy trust is sponsored by the Worshipful Company of Haberdashers who appoint the members of the Trust, who in turn appoint the trustees. The Trust is governed by the Trust board that has established a number of committees:

- A local governing body (Local Board) for each school cluster
- Trust committees for:
 - Strategy
 - Standards
 - Finance
 - Audit and Risk

Each principal reports into their local governing body who have the responsibility of supporting and challenging the principal on the schools self-evaluation of the quality of provision in the school based upon the Ofsted framework for inspecting schools. However each principal is accountable to and line managed by the CEO.

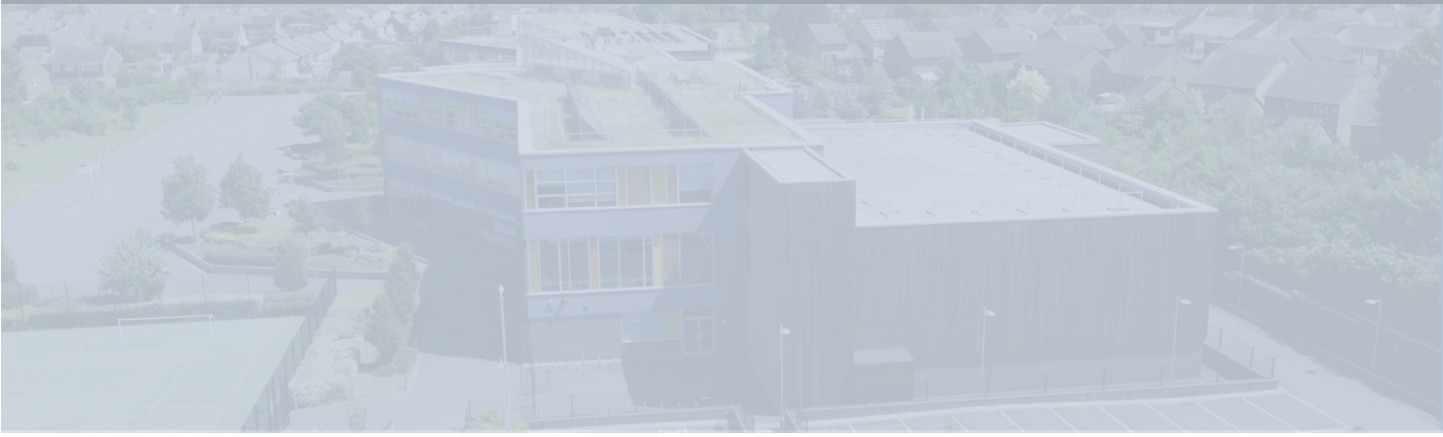
Strategic Groups

A central aspect of the professional ethos at our Federation is that we work together for the best interest of all of our 5,000+ children and young people. So how does this work in practice?

The Federation Executive Team provides overall leadership to our Trust. Collectively we establish the principles that underpin our work and, with the Trust Board, the strategy, policy and direction for the Federation overall. This structure lies at the heart of our vision for how a multi-academy trust should operate, unlike many other trusts where the principals are outside the leadership team, our view is that the our Federation is the schools and the schools are the Federation. It follows then that the only way we can develop our strategy is by doing this collaboratively. Naturally enough this creates a limit on the overall size of our Federation and that is a limit we accept as the corollary of our leadership model.

Secondly, to operationalise the strategy, we have created a number of cross-Federation strategic groups, led by the principals and vice principals of the Federation. Currently we have strategic groups for:

- Curriculum and Assessment
- Quality of Teaching
- Learning and Progress
- Sixth Form



These groups advise the Federation Executive on the strategic direction and develop the Federation annual plan which is the short-term implementation of our five year strategy. We believe these groups provide excellent capacity to develop our work as a Federation, but also provide development opportunities for senior staff in our schools that they would be unlikely to benefit from otherwise.

As a result of this approach we have developed an overall philosophy for school improvement which is rational, evidence based, research informed and impact oriented. Together we have developed successful approaches to staff development, school self-evaluation, school improvement planning, and strategic planning.

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 (included in this pack) 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.

We are looking for an Executive Principal to lead the Crayford Academy Cluster who can support our Federation Executive in leading these very important strategic initiatives.

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 240 primary MATS.

KEY STAGE 4



Progress 8 +0.5

Progress 8 at key stage 4 of +0.5, putting our MAT in the top eight out of 85 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

- Develop a 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



Principles Governing the Curriculum

The vision statement for the Federation sets out our values, what we aim to achieve and the ethos that we create in order to meet those aims. Fundamental within this vision is the curriculum on offer within our schools. We recognize that this curriculum predominantly comprises the taught curriculum that takes place within lessons, but that the influences that shape young people's lives whilst they are with us are much wider than this taught curriculum. Principally the wider experience of our young people encompasses the enrichment curriculum as well as what we might consider the cultural curriculum, that is to say the way our schools are structured, the expectations we have of young people and overall the climate within our schools. The principles set out in this document should be applied to all aspects of the curriculum on offer to young people.

This being the case, in building the curriculum in each school we recognize that each one serves a different community and so in considering how we approach our curriculum we need to be mindful of the differences as well as the similarities between these communities. We need to ensure that this curriculum is tailored to meet the needs of the communities each school serves. However as a Federation with a common vision we must ensure that we apply the same defining principles in constructing the curriculum in each school.

The purpose of this statement is to set out these defining principles which we may use to evaluate our curriculum and use to inform any future decisions about the curriculum.

Our Statement of Curriculum Principles

Our vision statement says that we value aspiration and achievement, our aims include our aim that all our children and young people are able to achieve their full potential personally, academically and socially and our ethos says that we wish to provide a curriculum that is stretching, relevant and gives each student with the opportunity to excel. These elements of our vision provide the broad framework for our curriculum principles.

The Principles

1. The curriculum in each of our all through schools will be tailored to the needs of our community and will set the highest aspirations for our children and young people. It will encompass a truly all-through experience where those pupils who are with us from 3 – 18 will experience a seamless curriculum designed to ensure that every pupil makes optimal progress each year they are with us with no transition gaps or delays. We recognise that at least half of our year 7 population joins us from other primary schools and so our curriculum for pupils in year 7 and throughout key stage 3 will concentrate on ensuring no pupil is disadvantaged by their previous experience.

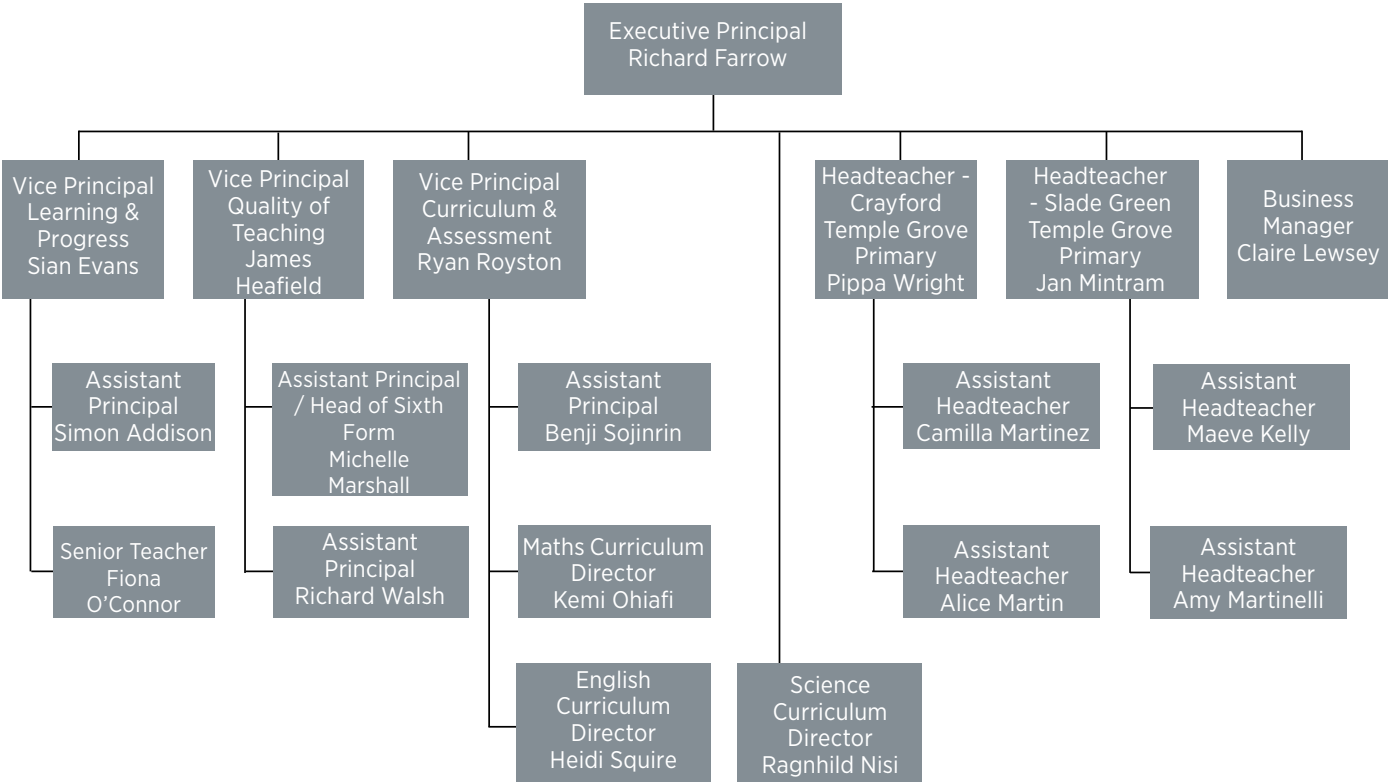


2. We believe that it is essential that all children acquire mastery of reading, writing and mathematics in order to be successful in their education and in life. This is a core principle in the design of our curriculum.
3. We regard the notion of transferrable skills as redundant and believe that the foundations of successful learning lie in the successful acquisition of knowledge, where knowledge is not only knowing things but knowing how to do things.
4. Our curriculum should allow for children of different abilities and aspirations to make excellent progress towards the learning goals that are most suitable for them. Where the curriculum is differentiated it is differentiated in order to accelerate the progress of those that have fallen behind it is not a means to lock in low achievement, we do not accept that anything other than the highest aspirations are appropriate for each individual.
5. Finally, we aim for all our pupils to leave school being equipped to take their place as successful members of the community they join as adults. Our curriculum recognises it is essential for every pupil's achievement in formal qualifications to be maximised, but that their life chances rest on far more than a set of qualifications. Our curriculum will also prepare them with the character and personal attributes to become successful adults in both the local and global communities.





The management structure of Crayford Academy all through cluster is as follows:





Our Sponsors

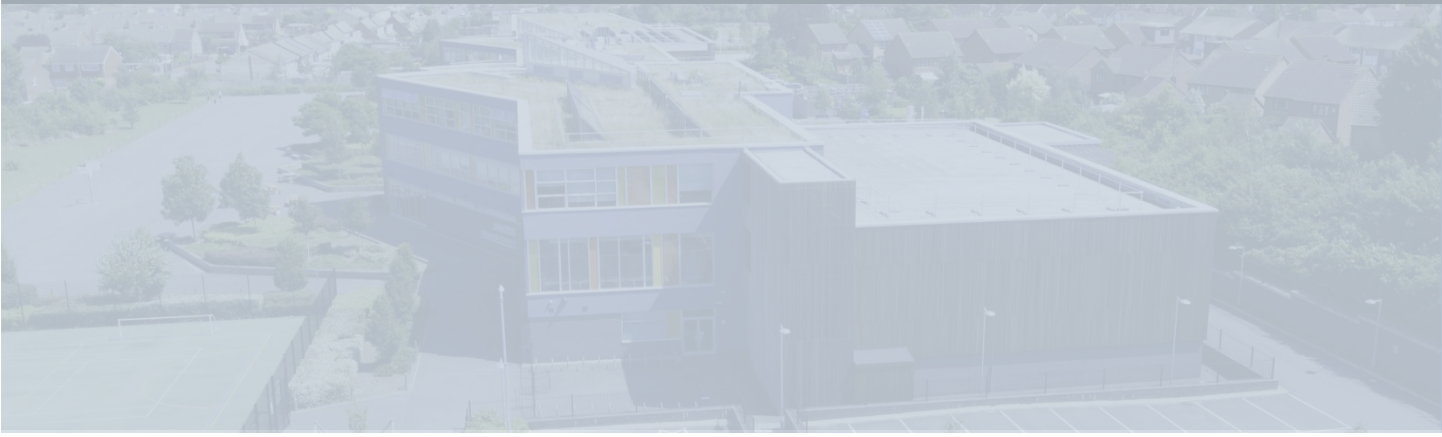
The Haberdashers' Company

The Haberdashers' Company is one of the Great Twelve Livery Companies and has a long history closely connected to the development of the City of London. Arising from this and in the 21st Century the Company plays a major role in the provision of support to education and is a vibrant participant in new educational initiatives. Alongside this remains a continuing commitment to charitable work that continues to play an important part in the work of the Company.

Education is of prime importance to The Haberdashers' Company. The schools that it supports in the maintained and independent sectors are of the highest national standard academically and prepare pupils for a full life. The Haberdashers' Company supports pupils, past and present, of the Company's schools, other educational establishments and young people in education.

The Company, as Trustee of the various educational charities that provide for the schools, is responsible for ensuring that the revenues are spent properly and that building projects are good value for money. The Company's Education Committee maintains close links with the schools and is kept advised of broad educational issues and initiatives. The Company takes great interest and pride in its schools. A Deputation from the Company (a group of representatives, drawn from the Master and Wardens, Liverymen, Freeman and Company Staff) visits the schools each year. Haberdasher schools encourage the full development of individuals, and help them to get the most out of their work and leisure time. They promote a broad tolerance of different viewpoints and consideration of others, within the context of a Christian heritage.

The schools have come a long way from the approach in the early days when they were founded by four childless Puritan Haberdashers in an effort to enlighten forthcoming generations. Education was then a question of learning to repeat what was taught, no more and no less. Fortunately for today's students, education is now a matter of understanding what is taught and exploring further possibilities. The Company hopes that the young people at its schools will do just that, to the very best of their ability.



Temple Grove Schools Trust

As well as receiving sponsorship from the Worshipful Company of Haberdashers', the Federation receives sponsorship from the Temple Grove Schools Trust, specifically for the benefit of the younger students.

Temple Grove Schools Trust is a charity founded some 50 years ago and springs from one of the country's oldest prep schools, Temple Grove – founded in 1810 and the subject of the books 'Cradle of Empire' and 'Waterfield's School'. The Trust's contemporary aim is to inspire excellence in primary education, particularly in schools in disadvantaged areas, whilst sharing best practice between the state and private sectors.

The Trust's objectives are to:

1. Influence the development of education.
2. Invest in projects – placing children and staff before buildings.
3. Provide governance – delegating performance to professional staff and providing them with additional support.





The Role and Key Responsibilities

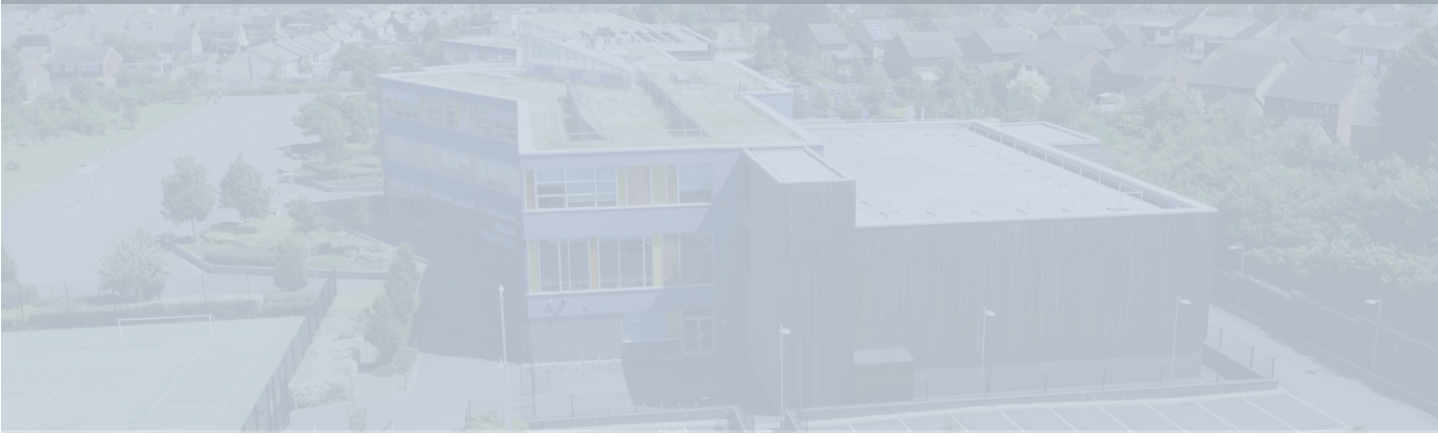
Purpose of Post

The core purpose of the role is to ensure that Crayford Academy achieves the vision as set out in the vision statement. The Executive Principal will play a core role in the leadership of the Federation overall as a member of the Federation Executive team. They will also be responsible for the day to day management of Crayford Academy so that it is in a position to meet its increasingly ambitious targets for performance as well as providing an excellent education for all its children and young people. Critical to success will be the person's ability to work within the agreed framework of the Federation, whilst also being able to provide the leadership required of the Principal of an Academy of this size and complexity.

Key Responsibilities

Strategic direction and development of the school

- Provide leadership to the whole Haberdashers' Aske's Federation as part of the Federation Executive team.
- Provide inspiring and purposeful leadership for the staff and pupils of Haberdashers' Aske's Crayford Academy.
- As part of the Federation Executive team, to work in partnership with the local governing body, staff and parents to ensure the shared Haberdashers' Aske's Federation vision is realised.
- To lead the creation of an Academy development plan that will achieve the over-arching priorities of the Academy and the Federation.
- To monitor and evaluate the performance of the Academy and provide reports as agreed and required by the Local Governing Body and the Trust Board.
- To ensure that management, finances, organisation and administration of the school supports its vision and aims.
- To ensure that school policies and practices align with those agreed as part of the Federation Executive Team.
- To monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary.
- To ensure that all those involved in the school are committed to the aims and vision of the Federation, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the Academy and the Federation.

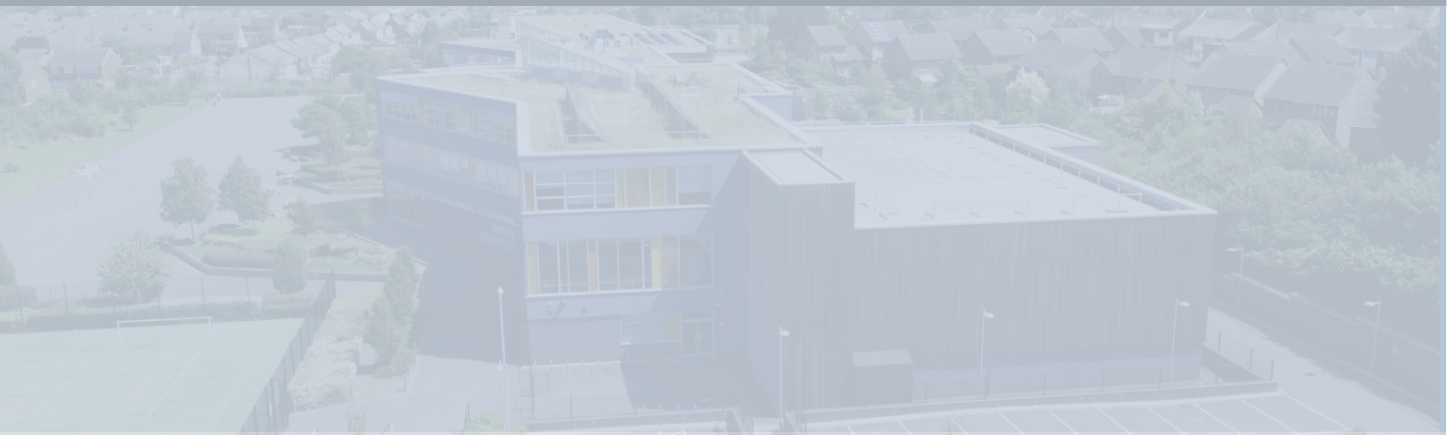


Teaching and learning

- To ensure a consistent and continual school-wide focus on pupils' attainment and progress.
- To ensure that both Academy and classroom climates promote effective teaching and learning for all and align with those agreed as part of the Federation Executive Team.
- To place learning at the centre of strategic planning and resource management.
- To establish creative, responsive and effective approaches to teaching and learning in every subject to meet and support the aims of the academy.
- To use data and benchmarks to monitor progress in every child's learning and to focus teaching.
- To ensure an ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- To demonstrate and articulate consistently high expectations and set stretching targets.
- To secure high standards of behaviour and attendance.
- To ensure effective assessment procedures, including assessment for learning.
- To monitor and evaluate the curriculum and its assessment and identify and act on areas for improvement.
- To maintain a high visibility around the school and devote considerable time to interaction with pupils, staff and parents.

Leading and managing staff

- To ensure that the professional duties and conditions of employment for all staff are fulfilled.
- To contribute to the production of the overall Federation development plan and ensure it is implemented successfully within the Academy.
- To produce and implement clear, evidence-based development plans for the development of the academy and its facilities within the context of the overall Federation strategy and annual development plan.
- To build, remodel and maintain organisational structures and systems that distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.
- To monitor, evaluate and review the effects of policies, priorities and targets in practice;
- To use information and data from within and outside the school to inform decision making.
- To manage the school's human resources effectively and efficiently to achieve the school's education priorities and goals.
- To recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the academy.
- To manage and organise the Academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- To develop and enhance the Academy fabric and environment to better meet the needs of learners.



- To ensure that the range, quality and use of all available resources is monitored, evaluate and reviewed to improve the quality of education for all pupils and to secure value for money.

Accountability

- To ensure individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self-evaluation.
- To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the governors, Chief Executive Officer, the Federation Executive team, parents and Ofsted when the occasion arises.

Safeguarding Children & Safer Recruitment

- This Federation is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.





Candidates will demonstrate all or most of the following:

Category	Criteria
Qualifications	<ul style="list-style-type: none"> • Degree • Teaching qualification • Achieved NPQH or equivalent or willingness to undertake this qualification • A Higher qualification in education and/or management would be an advantage
Experience	<ul style="list-style-type: none"> • Experience in more than one school • Significant experience at senior level • Proven track record of raising educational standards, within a Good or Outstanding school context • Curriculum and/or pastoral experience at senior management level
Shaping the future	<ul style="list-style-type: none"> • An understanding of the benefits of working within a Federation and clear and demonstrable desire to work collaboratively • Capacity to recognise and build on the considerable successes of the Federation and work collaboratively to formulate a vision for further innovation and improvement • Sound knowledge of current and future educational developments • Experience of successfully leading change and inspiring others • Proven track record of change management • Recognises the potential of working as part of the Haberdashers' Company
Leading teaching and Teaching	<ul style="list-style-type: none"> • Ability to lead and inspire high quality teaching and learning • Ability to inspire, demonstrate and support the highest of expectations for all • Commitment to include and make a difference for every child • Commitment to the agreed teaching and learning principles set out by the Federation
Developing self and working with others	<ul style="list-style-type: none"> • Skill to set appropriate and challenging targets • Capability to make and take decisions and delegate appropriately • Commitment to the encouragement, empowerment and training of staff • Commitment to own self development
Managing the organisation	<ul style="list-style-type: none"> • Capacity to create and manage high performing teams • Ability to use strong and effective management systems underpinned by clear communication • Ability to produce and implement appropriate improvement plans and policies • Commitment to the benefits of collaborative working within a Federation • Knowledge of financial management



Category	Criteria
Securing accountability	<ul style="list-style-type: none"> • Ability to delegate responsibility with accountability • Capacity to sustain the ongoing improvement of results
Strengthening community	<ul style="list-style-type: none"> • Ability to continue to develop the school's response to its changing community • Commitment to promoting community links and cohesion • Ability to recognise and build on the school's excellent multi-agency links
Personal qualities and attributes	<ul style="list-style-type: none"> • Child centred approach to school leadership • Passionate about education and a genuine belief in the benefits of federated and/or group working • An effective communicator • Interpersonal awareness and concern for impact • Resilient and energetic • Firm and fair • Lead by example with high professional standards • Dynamic and motivational • Highly organised • A sense of proportion • A genuine interest in the workings of livery companies
Safeguarding children	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people



Terms of Appointment

Remuneration

The salary on offer for the role of executive principal is £100,374 – 117,393.

References

Before you are invited to interview with the Selection Committee, 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. If you would prefer we did not contact your referees until later in the process then please specify this in your application. However, any offer of employment will be subject to receipt of satisfactory references.

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 by the Federation.

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 declare on all spent and unspent 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.



Recruitment Schedule

Date	Stage of process
28th September 2019	Closing date for applications
30th September 2019	Long list interviews commence
14th October 2019	Shortlist interviews commence
15th October 2019	Final panel interviews including a presentation and tour of the school.

How to Apply

If you feel that this position is of interest and you have the right experience, skills and are ready for fresh challenges, with the ambition to make a real impact then we'd like to hear from you.

To apply please complete the application form found on our website at www.habsfed.org.uk/Staff-Vacancies/Crayford-Academy and return with a cover letter of no more than two pages to CentralandAtlasHR@haaf.org.uk.

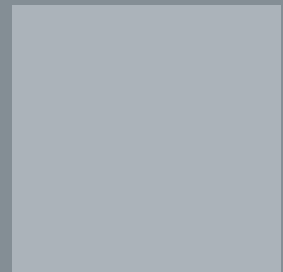
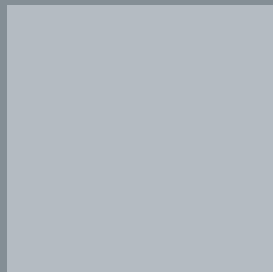




HABERDASHERS' ASKE'S

CRAYFORD ACADEMY

AN ALL THROUGH 3 - 18 CLUSTER



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