



RADLETT
PREPARATORY SCHOOL



Applicant Information

for the position of

Vice Principal Academic

Closing date for applications: Tuesday, 5th December 2023 (12pm)

Interviews: Week beginning 11th December 2023

Introduction

Radlett Preparatory School was founded nearly 80 years ago in the centre of Radlett and moved to its present location in 1980. We aim to provide a first-class education that inspires and motivates children within a happy and supportive school. By encouraging children to work hard and respect each other, we prepare them for the next stage of their lives. The main school is a substantial Georgian Grade II listed building, which is situated in delightful grounds which include extensive playing fields, a pond and an expanse of ancient woodland. The site dates back to the 15th Century.

Pupils are provided with opportunities to achieve outstanding results academically, physically, emotionally and morally.

SCHOOL OWNERSHIP

Our school has been privately owned by Mr and Mrs Warren since 1994. Both are actively involved as Directors of the school. Mrs Warren, onsite as Vice Principal (Pastoral) and Mr Warren, previously Principal, who visits regularly to secure accountability, provide support to the Senior Leadership Team/Staff, and monitor school activities.

LOWER SCHOOL



The Lower School comprises the Infants, (Reception and Year 1) and Year 2. We provide an environment where the children feel secure, happy and valued.

At this exciting beginning to their school career we establish and foster positive attitudes to learning. The environment is lively, warm and friendly: a place where talents are recognised and nurtured and friends are made for life. Reception and Year 1 have the benefit of well equipped, bright, purpose-build classrooms with their own separate playground complete with appropriate play equipment. Safety and security have a very high priority.

Education in the Infant years encourages every child to achieve their full potential and provides opportunities to experience a range of activities both in the classroom and in our Outside Learning Area.

The development of both self-confidence and the confidence to build relationships with other children and teachers is actively promoted. Year 2 builds on their infant education and introduces a more structured environment in preparation for life in the Middle and Upper Schools.

MIDDLE SCHOOL

Throughout Years 3 and 4, children receive a broad, balanced and relevant curriculum, equipping them with the skills to succeed within the Middle School as well as preparing them for life further up the school. Education in Years 3 and 4 also recognises that each child is different and develops active, creative and inquiring minds.



Children are encouraged to take greater responsibility for their actions in the Middle School and have the organisational skills necessary to succeed in a busy school day. As a result, there are increasing opportunities such as in Games where fixtures against other schools begin. During Year 4, the children are provided with the opportunity to engage in their first residential trip.

UPPER SCHOOL



We offer a broad and interesting curriculum which takes account of the differing needs of our pupils. Alongside the core subjects, pupils continue to study Science, History, Geography, Music, French and Computing, DT and Art, PE and Games. Our pupils' enjoyment of all subjects is enhanced by trips and visiting speakers. At the end of Year 5, the pupils enjoy a two-day residential trip, a valuable part of their development.

In Year 6, we complete the final preparations for private school and state school examinations. Radlett Prep has a long history of excellent academic results, which we continue to uphold to this day.

As the senior school examinations approach, our pupils are provided with interview practice in which they are encouraged to speak clearly and intelligently on a number of subjects. Highlights of the pupils' final year at Radlett Prep include the end-of-year musical production held in a local theatre performing on two consecutive nights to a full house and a five-day residential trip to France; both events draw on all the social skills and group work we hope they have developed during their time at Radlett Prep.

SPORT



Here at Radlett Prep School, we are passionate about our sport and this is reflected in both the curriculum time given and the extensive fixture programme provided. The main focus of Games lessons is to develop each child's basic skills in a happy, productive and enjoyable environment, so they can thrive and maximise their potential.

Teams and individuals from the School participate very successfully in local and regional sporting events and matches. In PE, children receive a well-balanced and high quality education focusing on all pupils and inspiring them to succeed. We aim to provide opportunities for pupils to become physically confident in a way that supports and promotes health and fitness for lifelong enjoyment. We also know that playing sport builds character and develops values such as respect and fair play.

We hope that by the time pupils leave Radlett Prep they not only have a life-long love of sport, but also appreciate the opportunities and camaraderie that flourish within such an enjoyable environment.

MUSIC



The Music Department offers opportunities to develop skills through class lessons, choral and instrumental lessons. All children are given the chance to develop confidence in performing through participation in year group plays and concerts.

There are two choirs:
Senior Choir (Year 5 and Year 6) led by the Head of Music.

Junior Choir (Year 3 and Year 4) led by the Head of Music.

We offer additional tuition for the following instruments: violin, piano, guitar, drums, flute, clarinet, saxophone, trumpet and trombone.

When the children have been learning their instruments for a while, they will have the opportunity to join one or more of the following groups: String Group / Jazz Band / Rock Band and perform in an annual concert to parents and the rest of the School.

DRAMA

Drama is an important part of a pupil's career at Radlett Preparatory School.

Drama lessons are taught from Reception through to Year 5 and used not only as a way of building confidence, encouraging creativity and both vocal and physical expression, but as a cross curricular tool encompassing different areas of the curriculum and helping to bring them to life.



As well as weekly drama lessons, the children also take part in public productions in Reception, Year 1, Year 3 and finally in Year 6. The Year 6 play is somewhat of a hallmark of Radlett Preparatory School, involving the whole year group. It is produced to an exceptionally high standard and is performed at The Radlett Centre under professional standards.

Pupils from Years 1 to 6 also have the option of taking part in the popular extra-curricular lunchtime drama clubs exploring everything from “mime”, “improvisation”, “script work”, “physical theatre” and “acting for screen”.

LAMDA (The London Academy of Music and Dramatic Arts) Drama Examination coaching sessions are also an optional extra at Radlett Preparatory School. The solo 1:1 coaching sessions prepare pupils for these world renowned examinations and allow pupils to make their way through the grades which can be taken through to adulthood, even providing UCAS points at secondary/sixth form level. Radlett Preparatory holds a 100% pass rate for these exams with consistently high marks.

Vice Principal (Academic) Radlett Preparatory School Ltd
Job Description
Duties & Responsibilities

The Vice Principal is a key member of the Senior Leadership Team (SLT) and holds strategic responsibility for the academic vision and development of students and staff through leadership of the curriculum, teaching and learning.

The Vice Principal is expected to deputise for the Principal when required and will have a share in policy making and decision making as well as the responsibility for maintaining positive relationships with all those involved with the school.

This position comes with a 0.2 FTE timetabled teaching commitment.

The Vice Principal, will:

- Always serve in the best interests of the school's pupils.
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct.
- Build positive and respectful relationships across the whole school community.
- Play a major role, in collaboration with the Principal, in formulating the aims of the school, establishing the policies through which they will be achieved, and monitoring progress towards their achievement.
- Manage significant specific and whole school activities, arising from the Principal's professional duties which have been delegated to the Vice Principal.
- Publicly support all decisions agreed by the Principal and Directors.
- Undertake the full range of professional duties of the Principal in the event of her absence from the school.
- Promote and protect the health and safety of pupils and staff.
- Work with the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding leaders (DDSL's) to promote and safeguard the welfare of children and young people within the school.

Strategic School Aims and Objectives

- Establish and implement an ambitious vision and ethos for the future of the school.
- Play a leading role in the school self-evaluation process.
- Lead regular reviews of identified school systems to ensure statutory requirements and independent school standards are being met and improved where appropriate.
- Ensure the effective dissemination of information, maintenance of, and ongoing improvements to, agreed systems for internal communication.
- Work closely with the Senior Leadership Team to design and implement strategic development, through the school development plan.
- Assist in the preparation, promotion, and implementation of school policies.
- In conjunction with the wider leadership team, oversee behaviour and welfare of all pupils and staff, to establish effective procedures and to act as a role model.

- Be the SLT point of contact for the staff body on operational matters.
- Report regularly to the school's Directors on all matters relating to the academic life of the school.

Staff Development

- Leadership and strategic vision of teaching and learning in the school, including leading and supporting the work of those with subject and year group leadership responsibilities.
- Responsibility for the teaching and learning policy through exemplar practice, including the school's monitoring and evaluation programme.
- Work closely with the other members of the senior leadership team to ensure that the aims for academic and pastoral vision align.
- Support the development of collaborative approaches to learning within the school and beyond.
- Work closely with the Senior Leadership Team and CPD coordinator to design and coordinate a programme for professional development in the school, including oversight of trainee teachers and ECTs.
- Assist the Principal with all staffing matters including the recruitment and deployment of staff and conducting disciplinary, grievance, capability and sickness absence procedures as directed by the Principal and Directors.
- Lead and support the work of the assessment, CPD and enhanced learning provision coordinators as well as other colleagues through effective appraisal processes.
- Personally, be an excellent role model for the whole school community by being reflective, promoting high expectations within all aspects of the school's performance and outwardly demonstrate a desire to improve and learn.

Curriculum, Assessment, Teaching and Learning

- Lead on the creation and implementation of the academic vision for the school.
- Lead on curriculum design, review and development from Reception to Year 6.
- Work closely with colleagues responsible for digital strategy across the whole school, identifying staff training needs and feeding these into the Senior Leadership Team.
- Work closely with the assessment and enhanced learning provision coordinators on the detailed statistical analysis of different aspects of the school's academic monitoring including appropriate publication of this information, as required, both internally and externally.
- Lead on the school's processes for monitoring and tracking progress with class teachers ensuring outcomes and progress are of the highest standard.
- Responsibility for timetabling annually, including the effective allocation of time for each subject.
- Lead and facilitate the programme of transition support for pupils into their Senior Schools.

The Vice-Principal will also undertake any other professional duties, reasonably delegated by the Principal.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Vice Principal will carry out. The postholder may be required to complete other duties appropriate to the level of the role. This Job Description is subject to review and change in consultation with the postholder, Principal and Directors.

The Vice Principal will be responsible for working with and supporting the Principal, Directors and Senior Leadership Team with the following school leadership and management areas. This will involve being accountable for designated aspects of these key areas.

The Vice Principal will carry out their duties in accordance with the current Radlett Preparatory School Ltd employment policy, incorporating the terms and conditions set for all staff within their contract of employment.

Vice Principal
Person Specification

Selection decisions will be based in the criteria outlined below. When completing your application form and supporting statement, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria.

| | | Essential | Desirable |
|-----------------------------|--|-----------|-----------|
| Qualifications and Training | <ul style="list-style-type: none"> DfE Qualified Teacher Status | ○ | |
| | <ul style="list-style-type: none"> Recent participation in a range of relevant CPD | ○ | |
| Teaching Experience | <ul style="list-style-type: none"> Sustained, successful and varied teaching experience within the primary age range. | ○ | |
| | <ul style="list-style-type: none"> Relevant knowledge and understanding of 11+ process | | ○ |
| | <ul style="list-style-type: none"> Experience in more than one school. | | ○ |
| Management Experience | <ul style="list-style-type: none"> Successful experience of curriculum management, including organising, implementing, monitoring and evaluating an area of the curriculum. | ○ | |
| | <ul style="list-style-type: none"> Experience of working on Senior Leadership Team/Senior Management Team | | ○ |
| | <ul style="list-style-type: none"> Active role in whole school development. | ○ | |
| | <ul style="list-style-type: none"> Evidence of leadership that has had a direct impact on outcomes for pupils. | ○ | |
| Knowledge and Understanding | <ul style="list-style-type: none"> Knowledge of what constitutes quality educational provision and what makes an effective school. | ○ | |
| | <ul style="list-style-type: none"> Secure knowledge of the primary curriculum. | ○ | |
| | <ul style="list-style-type: none"> Sound knowledge and understanding of planning for and assessment of children's learning. | ○ | |
| | <ul style="list-style-type: none"> Knowledge and understanding of current educational issues. | ○ | |
| | <ul style="list-style-type: none"> Evidence of leading an area of whole school development | ○ | |
| | <ul style="list-style-type: none"> Establish and sustain high-quality teaching across all subjects and phases, based on evidence | ○ | |
| Skills | <ul style="list-style-type: none"> Good technology skills | ○ | |
| | <ul style="list-style-type: none"> Ability to ensure that high educational standards are achieved by all pupils. | ○ | |

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| | <ul style="list-style-type: none"> Ability to motivate, manage and encourage all pupils effectively. | ○ | |
| | <ul style="list-style-type: none"> Ability to work as part of a team and independently. | ○ | |
| | <ul style="list-style-type: none"> Ability to motivate and enthuse all staff and the wider community in the development of the school. | ○ | |
| | <ul style="list-style-type: none"> Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement. | ○ | |
| | <ul style="list-style-type: none"> Utilise whole school systems to ensure robust evaluation of school performance and actions to secure improvements. | ○ | |
| | <ul style="list-style-type: none"> Deal successfully with situations that may include tackling difficult situations and conflict resolution. | ○ | |
| | <ul style="list-style-type: none"> Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate). | ○ | |
| Personal Qualities | <ul style="list-style-type: none"> Warmth and sensitivity to pupils, staff and parents. | ○ | |
| | <ul style="list-style-type: none"> Excellent communication skills. | ○ | |
| | <ul style="list-style-type: none"> Cheerful, energetic and enthusiastic. | ○ | |
| | <ul style="list-style-type: none"> Adaptability and the ability to work under pressure and remain calm. | ○ | |
| Commitment Demonstrate a commitment to: | <ul style="list-style-type: none"> Relating positively to and showing respect for all members of the school and wider community | ○ | |
| | <ul style="list-style-type: none"> Promoting the school's vision and ethos | ○ | |
| | <ul style="list-style-type: none"> A high quality, stimulating learning environment | ○ | |
| | <ul style="list-style-type: none"> Equalities | ○ | |
| | <ul style="list-style-type: none"> Ongoing relevant professional self-development | ○ | |
| | <ul style="list-style-type: none"> Safeguarding and child protection. | ○ | |
| | <ul style="list-style-type: none"> A willingness to work effectively with the Designated Safeguarding Leader (DSL) and Deputy DSL the role of Deputy DSL or complete training to do so. | ○ | |

INFORMATION FOR CANDIDATES

SALARY AND BENEFITS

The salary for the successful candidate will depend upon their qualifications and experience and will be discussed at interview but will be within L12-L16

In addition to the salary, other benefits include:

- Circa 18 weeks holiday per year
- Access to the Teachers' Pension Scheme
- Free lunch when on duty and refreshments
- Onsite Parking
- Provision of a laptop
- Extensive professional development training opportunities
- Financial assistance for obtaining further qualifications
- 50% reduction on school fees for children attending the School
- Access to an Employee Assistance Programme.

In order to apply:

- Complete the application form
- Submit your application and covering letter as below by the closing date Tuesday, 5th December, 12pm at the latest

Interviews will be held: week beginning 11th December

All information will be treated as strictly confidential. Referees will be approached if you are successfully short-listed.

Tours of the school prior to interview are encouraged and if you would value an informal conversation with Mrs Flynn in the first instance, please telephone the school office to arrange a mutually convenient time.

Radlett Preparatory School is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be subject to an enhanced DBS check and any other relevant employment checks necessary to determine their suitability to work within our school.



APPLICATION FORM GUIDELINES

All applicants are advised to read these guidelines carefully, prior to completing the application form.

- Only this completed application form will be considered. Any additional information or C.V. will be disregarded. You may, however, use continuation sheets where necessary. Please complete all sections of this application using black ink or typescript.
- All applications must be submitted with a letter of application. The letter should be no longer than 2 sides of A4. Please detail the reasons you are interested in the position, how you fit the requirements of the person specification for the post (indicating experience and where appropriate citing supporting examples) and what particular skills you bring with you.
- Applications must be legible.
- It is the responsibility of all applicants to clearly demonstrate –by the information which they give in their application form –exactly how they meet the essential (and desirable if applicable) criteria for the post as stated. Failure to do so may result in not being short-listed.
- Answers must be provided for all questions on the application form –e.g. “as above” will not be accepted as an answer to questions.
- Where a high volume of applications is received, desirable criteria may be relied upon during shortlisting.

· All information provided by an applicant on an application form must be true and accurate. Any application forms containing information that is discovered to be untrue or inaccurate will not be accepted. If an appointment has already been made, it may result in disqualification from appointment and/or dismissal.

· Applications submitted by email will require a handwritten signature at interview.

· Applications must be received by the designated deadline (time and date). Those applications received after the designated deadline will not be considered.

Please apply, preferably by email stating “Vice Principal (Academic) Application” in the title line, to **admin@radlettprep.co.uk**.

If you are unable to apply by email, then please post your application to:

Mrs L Flynn
Principal
Radlett Preparatory School
Kendal Hall
Watling Street
Radlett
Hertfordshire WD7 7LY

· Please note that it is our policy to communicate with applicants primarily by email so we ask that you check your email account regularly to avoid missing any emails.

· All applications received will be treated in the strictest confidence.

· Please note to comply with our Safer Recruitment guidelines, references will normally be sought after short-listing and prior to interview.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We are also committed to meeting the requirements of disability discrimination and other legislation.