APPLICANT PACK

DIRECTOR OF PERFORMING ARTS and PHYSICAL EDUCATION

Harris Girls' Academy Bromley

Leadership Scale

How To Apply

Please visit **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

You will also have access to a variety of benefits, support programmes and initiatives. Visit our website to discover more.

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

- As a senior leader, to assist the Executive Principal and the Principal in the strategic and operational management, development and leadership of the Academy, and ensure the achievement of our ethos, aims and objectives within the context of the Academy's strategic and development plans.
- To be in charge of a range of responsibilities within the Academy and to develop, maintain and operate appropriate systems for quality assurance in all aspects of our operations.

The exact remit of the new Principal will depend on the experience of the candidate.

Main Areas of Responsibility

- To create a true learning institution in the academy at all levels
- To play a major role in formulating the aims and objectives of the academy; in establishing the policies through which they will be achieved and in monitoring progress towards their achievement
- Lead on and develop the shared vision for the academy
- Leading the development and maintenance of a high-quality positive learning environment to raise standards
- To take full responsibility for all aspects of teaching and learning in your key area of responsibility
- To ensure high quality teaching across the academy and particularly in your key areas by monitoring students' work and teachers' planning
- To work with colleagues to ensure data is used effectively and consistently across the academy
- To work with the SLT to lead the academy's assessment and reporting programme
- To support staff in making sure high quality intervention programmes are in place when underachievement is identified
- To support colleagues and subject leaders in developing schemes of learning, short and medium-term planning
- With the SLT, to develop strategies to enhance teachers' ability to learn and to develop advanced teaching skills in the academy workforce
- Raise students' aspirations and achievement through personalising learning.
- To ensure the highest standards of achievement for all students, through high expectations and well-balanced curriculum
- Ensure the entitlement of all students to have equal access to and participation in all aspects of the curriculum
- Ensuring the efficient and effective provision of cross curricular skills, knowledge and understanding by engaging staff in all areas of learning
- Identifying what are successful learning outcomes and then monitoring students' progress, continuity and progression
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Monitoring, reviewing and evaluating teaching and learning through regular classroom observation

- To maintain an informed view of standards and of the quality of teaching across the academy by monitoring students' learning and teachers' planning and delivery
- Challenge under-performance at all levels and throughout all departments ensuring effective corrective action and follow-up
- To establish, and maintain, the highest possible standards of behaviour, learning and attainment
- Demonstrate and articulate high expectations and set aspirational targets for the whole Academy community
- Acting as a role model in the provision of high-quality learning, teaching and assessment
- Coordinating the activities of staff including teaching and learning strategies, curriculum development and effective use of resources
- To lead and manage staff in an appropriate manner, offering support, encouragement, guidance and advice to ensure effective policy in practice
- To assist in the implementation of effective procedures to support teachers who are underperforming, responding to the outcomes of this support as appropriate
- To maintain high morale amongst staff and set an example of professional standards and leadership
- To contribute to the recruitment, training, deployment and professional development of staff as appropriate
- To promote and sustain effective management of the Academy environment, its site and buildings
- To provide information about the work and performance of staff, where this is relevant to their future employment at the academy or elsewhere
- To chair meetings, as appropriate to specific roles, ensuring effective consultation, delegation of responsibility and successful implementation of outcomes
- Liaising with partners and other key providers to ensure learners have access to the best learning opportunities available
- To work effectively with our partners, to the benefit of all students' education.
- To undertake the professional duties of the Principals or members of the SLT in the event of their absence from academy as required
- To carry out line management responsibilities as directed by the Principals

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
Qualifications	• QTS (or equivalent) • Degree or equivalent	• Further degree • Evidence of ongoing professional development
Experience	• Extensive teaching experience • Outstanding teaching practice • Successful management experience as Head of Department or member of the SLT • Experience of writing department SEF • Experience of lesson observations and giving feedback • Experience of improvement planning • Experience of implementing a range of strategies to raise student achievement, with evidence of success • Contribution to impact on the quality of learning and teaching and curriculum • Experience of developing and sustaining positive relationships with students, parents, staff and the Governing Body to build consensus support and capacity • Proven track record of managing and implementing change in relation to teaching practices and standards • A track record of success in leadership and management	• Experience of working with governors • Experience of working in more than one school
Knowledge & Understanding	• Ability to use data to analyse performance and manage interventions • Understands current position with the 14-19 curriculum. • Understands how to plan lessons with challenging learning objectives and outcomes • Understanding of Assessment for Learning • Effective use of ICT to promote learning • Understands the factors effecting learning • Understanding of e-learning • Strategies to maintain good behaviour and pace • Strategies for monitoring and evaluation of standards of attainment • Effective development of staff and resources	
Skills & Disposition	• Personal organisation and time management skills • Effective oral and written communication skills • Ability to analyse and interpret data effectively and act upon the information • Ability to think strategically • Ability to work within a team and manage a team • Ability to motivate and lead students and staff • Ability to analyse issues and identify solutions • Vision and ability to manage change successfully	

Personal Qualities	• Ambitious and hard-working • Commitment to the wider school community and a willingness to offer extra-curricular activities • Commitment to pursue agreed short/medium and long-term strategies to completion • Commitment to working with students of all abilities • A passion and commitment to an ethos of high expectations, personal fulfilment and academic success • Presence and approachability • Sense of humour and resilience	
Academy Ethos	• Enthusiasm for and commitment to the achievement of the Academy/ Federation's overall vision for success at all levels. • Motivation to work with children and young people. • Ability to build and sustain professional standards, relationships and personal boundaries with children and young people. • Emotional maturity and resilience in dealing with challenging behaviours. • Ability to contribute towards creating a safe and protective environment. • Empathy with the aims and objectives of Harris Federation • Willingness to continue professional development. • Commitment to maintaining high standards and expectations. • Commitment to contributing to academy life as a whole. • Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.	

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**

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