APPLICANT PACK

LEADER OF SUBJECT

Harris Federation/Academy Name

MPS - UPS Scale + TLR

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

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. 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

- To establish outstanding provision within the subject area. This to include all programmes, systems and structures taking account of the academy's vision and values leading to outstanding teaching and learning.
- To be accountable for student progress and development in the subject area across KS3, KS4 and Sixth form, including meeting student achievement targets for subject areas which are agreed by the Principal and the Governing Body.
- To ensure high standards of teaching and learning across the subject area through continuously, developing and enhancing the quality of teaching and learning.
- To ensure the provision of an appropriately engaging, relevant and differentiated curriculum for students in the subject area, in accordance with the academy aims and policies, as determined by the Principal and Governing Body.
- To ensure that all school policies and procedures are implemented and applied consistently by all colleagues in the subject area.
- To effectively and efficiently manage and deploy teaching/support staff, financial and physical resources across the subject area, with the support and working alongside the MLG/ALG.
- To lead development for literacy, within subject areas, to raise standards of Literacy across the Academy.

Reporting to:	Faculty Leader
Responsible for:	Teaching staff, other relevant personnel and students within the subject area.
Liaising with:	Principal, Academy Leadership Group, Faculty Leaders, Subject Leaders, Student Support Services and relevant staff with cross-Academy responsibilities, relevant non-teaching support staff, parents and Governors and other stakeholders.

Main Areas of Responsibility

Operational/Strategic Planning

- To lead on rigorous self-evaluation and review of subject area performance, recording outcomes with evidence in a focused, precise and evaluative manner in the Subject area self-evaluation form (SSEF) which will feed into the whole Academy self-evaluation form (SEF).
- To formulate, in conjunction with the subject team, an annual subject improvement plan (SIP) which supports the academy improvement plan (AIP). To lead on the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies and teaching and learning strategies, that are innovative, will motivate students to learn and raise achievement across the subject area.
- To contribute to the formulation of and subsequently the monitoring evaluation and review of the faculty improvement plan.
- To foster and oversee the application of communication and ICT and numeracy skills in the subject area, including the development of materials.
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the subject area are in-line with national requirements

and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

Curriculum Provision

- To ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum that has high expectations of achievement for all students.
- To lead development of the subject and its delivery, reviewing it regularly in the light of academy and national policies, as well as the impact on achievement.
- To be responsible for the selection of appropriate examination syllabuses, ensuring coverage and providing the examination secretary with accurate and appropriate information when requested. • To work with other Subject Leaders and Faculty Leaders in order to embed cross curricular Literacy, numeracy and ICT across the Academy, which is effective in raising standards.

Staff Development: Recruitment/Deployment of Staff

- To build an effective team of motivated teaching and support staff who share the Academy vision of high achievement for all students.
- To induct, guide and support all staff in the subject areas, ensuring training needs are met, in liaison with the Faculty Leader. To be responsible for the performance management of staff in the subject area, in line with the academy performance management policy.
- To monitor the efficient and effective deployment of the faculty's technicians/support staff and contribute to their performance management process.
- To liaise with the Faculty Leader on all matters concerning recruitment and retention of staff, including participation in any interview process to ensure recruitment of high quality personnel.
- To be responsible for the day to day management of all teaching and support staff in the subject area and to act as a positive role model.
- To make appropriate arrangements for classes when staff are absent.
- To participate in the academy ITT and NQT training and induction programmes.

Quality Assurance

- To ensure that challenging targets for achievement are set, communicated to staff and students and that all colleagues work positively towards reaching them.
- To work with the subject team to monitor and evaluate the work of the subject area, in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- Accountable for ensuring rigorous and effective systems of self-evaluation and review are carried out in line with school policy and that information collected through the process is used to make changes that will impact positively on student achievement.

Management of Information

- To ensure the input and maintenance of accurate student data and information as requested and in line with the academy assessment policy.
- To make use of analysis and evaluate performance data provided in comparison with Academy, local and national performance.
- To ensure teachers regularly review personalised learning plans guided by the use of data.

- To identify and take appropriate action on issues arising from evaluation of data, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports on student progress and attainment within the quality assurance cycle for the subject area, including for governors when requested.

Communications

- To ensure all members of staff are familiar with the aims, objectives and policies of the school and the subject area.
- Ensure effective communication/consultation as appropriate with the parents/carers of students.
- To attend meetings as appropriate.
- To communicate with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external agencies as appropriate.
- To organise regular subject area meetings and to ensure that the interests of the subject area are represented at faculty meetings.
- Arranging details for internal and external examinations, ensuring clear communication to parents and students.

Management of Resources

- To manage the available resources of space, staff, delegated budget and equipment effectively within the policies and procedures laid down by the academy.
- To work with the Academy leadership group to ensure that the subject areas teaching commitments are effectively and efficiently time-tabled and roomed.
- To ensure the Academy Health and Safety policies and practices, including risk assessments, throughout the department are in line with national requirements and are updated where necessary, therefore liaising with the Assistant Principal with responsibility for health and safety.

Pastoral System

- To participate in assemblies.
- To participate in afterhours activities with students.
- To communicate as appropriate, with the parents of students and with external agencies concerned with the welfare of the individual students.
- To contribute to and implement the Academy policy on rewards and support taking responsibility for student behaviour.
- To make referrals to Student Support Services through the Assistant Principal for faculty and attend SSS panel meetings where required.
- To monitor student attendance and punctuality together with students' progress and performance in relation to targets set for each individual, ensuring follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To ensure the Behaviour Management system is implemented consistently in the subject area, so that effective learning can take place.
- To liaise with the Student Support Services Officer where a student is causing concern, attending planning meetings where appropriate.

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard mainscale teacher.
- To plan and prepare courses and lessons in line with Academy policy.
- To contribute to the whole academy's planning activities.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To ensure effective and efficient deployment of classroom support.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To lead in the development of appropriate syllabuses, resources, schemes of work, Assessment for Learning, and Behaviour for Learning policies and implementation of strategies for raising achievement the subject area.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
- To ensure that ICT, Literacy, Numeracy, PHSEE, WRL and Enterprise are reflected in the teaching/learning experience of students.

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
- 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
Experience & Knowledge	• Graduate in relevant subject and DfE recognised Qualified Teacher Status (or equivalent qualifications) • Successful teaching experience at secondary level (can be teaching practice) • Understanding of theory and practice of effective teaching and learning • Knowledge of National curriculum requirements at KS3, KS4, and KS5 • Minimum of three years' teaching experience • Experience of delivering high quality INSET to teaching staff within subject area • Proven success in raising achievement as a subject leader or classroom practitioner • Successful experience of processes of monitoring, evaluation and review that provide performance data that can be used to improve the quality of teaching and learning • Good level of ICT skills and experience of how new technologies can be used to raise achievement, including the use of interactive white boards • Recent experience of involvement in innovative curriculum development • Ideas of how Language, Literacy and Numeracy can be used across the curriculum to raise standards • Experience of embedding innovative strategies for improving teaching and learning • Experience of managing and implementing change successfully • Experience of using coaching as a model for ensuring on going professional development	• Experience in Multi-ethnic urban schools • Further qualification • Teaching to Advanced level • Evidence of continuous self-development and updated knowledge in the fields of teaching and learning and education management, particularly in the areas of responsibility for this post • Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance
Skills & Abilities	• The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff • Good level of ICT skills • The ability to create a motivating and safe learning environment for all students • The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school • Good communication skills both writing and speaking • Ability to lead and manage own work effectively and take responsibility for own professional development • Ability to carry out the job description • Excellent time management skills and the ability to prioritise and meet deadlines under pressure • Ability to motivate students and raise their aspirations through a range of strategies e.g. assessment for learning	
Personal Skills,	• Commitment to contributing to Academy life as a whole and willingness to be involved with clubs and community projects	

Abilities & Qualities	• A positive approach to hard work • A positive role model for students • Passion for teaching own subject specialism • Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations • Flexible, adaptable, results orientated and able to prioritise, resilient under pressure • Awareness of and commitment to equal opportunities and valuing diversity • To command and demand respect from the school community • A commitment to "personalising learning" for all students in the Academy • Creativity and enthusiasm to promote a positive school image to the local and national community	
Academy Ethos	• Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels • Motivation to work with children and young people • Ability to build & sustain professional standards, relationships & personal boundaries with young people • Emotional maturity & resilience in dealing with challenging behaviours • Ability to contribute towards creating a safe & protective environment • Empathy with the aims and objectives of Harris Federation • Willingness to continue professional development • Commitment to maintaining high standards & 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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