



AVANTI HOUSE

PRIMARY SCHOOL

Principal Candidate pack

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Welcome



Letter of Welcome from Mike Younger, Chair of Avanti Schools Trust Board of Trustees

Dear prospective applicant,

We are delighted that you have shown an interest in becoming the Principal of Avanti House Primary School. In all our schools we are seeking to celebrate each pupil’s individuality and deliver an educational journey that secures development, both academically and pastorally, to ensure confidence and ambition. Our philosophy is that education should provide every pupil with the core skills needed to achieve academic excellence through a diverse and rich programme of study that has holistic development at its core.

When I visit our schools, I see proud staff, engaged pupils and a community that knows we will do all that we can to secure the very best outcomes for the children within our care. These attributes are certainly not unique across the sector, but the relentless commitment and high expectations staff in Avanti’s schools hold for our young people is truly remarkable.

The type of leader we are looking to appoint into this exciting new role will need a unique blend of skills. You will obviously have a strong understanding of what excellence looks like, alongside evidence of delivering exceptional outcomes for pupils - but you will also need to be an innovative and confident leader who will build solid foundations and inspire colleagues to reach for higher and greater gains.

Through our newly created Avanti Institute you and the staff you appoint will be able to access a comprehensive CPD package of support and if you are new to headship we will provide a bespoke training and development programme for you.

I hope you are as excited by this proposition as we are and if so, we look forward to meeting you.

Mike Younger

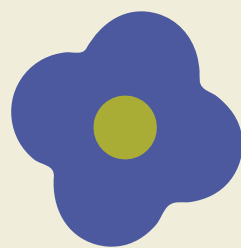


Core Principles



We have incredible potential and can achieve this when nurturing all parts of ourselves – intellectual, emotional, physical and spiritual.

1



We choose how we wish to respond to life and what we nurture within.

2



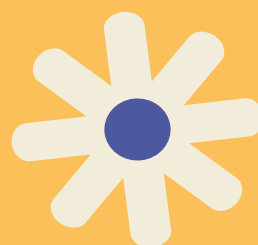
We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm.

3



We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision.

4



We serve a higher purpose by living a meaningful and satisfying life of contribution.

5



We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be.

6

The Three Pillars

Our school prepares students for their respective life-journeys by promoting educational excellence, character formation and spiritual insight.



Educational Excellence

Our vision for educational excellence is one where deeply inspired teachers nurture joyful students and nourish their innate passion for learning. Learning is a quest to discover each student's unique gifts and potential and lay the foundation for their lifelong journey of learning. This is inseparable from high academic standards, where a challenging holistic curriculum cultivates independently thoughtful and reflective students by working towards a sense of mastery, emphasising depth, and not just breadth.



Character Formation

Our vision for character formation is one where virtues are taught by example and a supportive community of learners fosters a powerful sense of individual and collective purpose. Learning develops for these conscious changemakers as a quest for making the world a better place, starting with oneself. The capacity to internalise and put into practice what we have learned is the true test of learning. Building this capacity demands an experiential, virtues-led curriculum that embraces collaboration, custodianship and global perspectives.



Spiritual Insight

Our vision for spiritual insight is one where our interconnectedness with all living beings and with the universe, urges acts born out of humility and love, and the Self is perceived beyond its layers of coverings. Learning blossoms for these seekers as a quest for self-discovery and opens the door to their unlimited potential; an antidote to the emptiness of a materialistic or mechanistic worldview. The curriculum unveils the possibilities of sacredness and transcendence at every moment and so engenders a deeply positive attitude to life, enduring happiness and heartfelt relationships.

Information about the MAT & School

The Avanti Schools Trust

Avanti Schools Trust (AST) is a successful and growing multi-academy trust (MAT) with a track record of delivering strong outcomes for children. To date, all of our academies that have been inspected by Ofsted have been rated good, some with outstanding features. The majority of our schools are over-subscribed and we have a strong track record of delivering projects on-time and within budget.

The MAT currently operates three learning hubs – one in London, one in Leicester and one in the South West and our next learning hub will be developed around the Bishop Stortford area as a result of Avanti winning an academy presumption completion to open three new schools (two primary and one secondary). The first of these schools, Avanti Meadows PS is set to open in September 2021.

AST's first school opened as a voluntary-aided (VA) school in 2008 and its first free school in 2011 and incorporated its first converter academy in 2012.



CURRENT SCHOOL INFORMATION

| School | LA | Date joined Trust / Opening | Age Range | Ofsted Grade |
|---------------------------|--------------------|-----------------------------|-----------|--------------|
| Krishna Avanti, Harrow | Harrow | 2008 | 3-11 | Good |
| Krishna Avanti, Leicester | Leicester | 2011 | 4-11 | Good |
| Avanti Court | Redbridge | 2011 | 3-11 | Good |
| Avanti House Primary | Harrow | 2012 | 4-11 | Good |
| Avanti House Secondary | Harrow | 2012 | 11-18 | Good |
| Krishna Avanti, Croydon | Croydon | 2016 | 4-11 | Good |
| Avanti Fields | Leicester | 2018 | 4-16 | N/A |
| Avanti Park | Somerset | Nov 2019 | 4-14 | N/A |
| Avanti Gardens | Bristol | Nov 2019 | 4-11 | N/A |
| Avanti Hall | Devon | Nov 2019 | 4-16 | N/A |
| Avanti Meadows | Bishop's Stortford | Sep 2021 | 4-11 | N/A |
| Avanti Grange | Bishop's Stortford | Sep 2022 | 11-18 | N/A |
| Avanti Brooks | Bishop's Stortford | Sep 2023 | 4-11 | N/A |

Performance (student outcomes)

Our schools are amongst some of the highest performing in the country. For example, in 2019 the KS 4 outcomes for our secondary school (Avanti House) – see link below – placed it in the top 10% of all schools nationally for P8 and A8.

For more details about outcomes in Avanti's schools please [click here](#).

Our Commitment to Parents, Carers and Students

We want to involve you as parents and carers fully in your child's education. By working closely with you we can ensure that each stage of your child's journey is stimulating, positive and enriching.

We will provide:

- The very best teaching in every subject and every classroom;
- A rigorous curriculum that challenges and stretches every student to be the best that they can be;
- A regular and robust assessment and reporting system that clearly informs you about your child's progress;
- An enrichment programme that includes academic, sport and music related activities;
- A wide range of local, national and international educational visits;
- Clear and precise feedback that enables every student to master key skills and build their understanding;
- Opportunities to contribute to the life of the school and develop their leadership skills;
- A safe learning environment in which your child can flourish and be happy.

10 Elements of Great Learning and Teaching in Avanti Trust Schools

Through a planned programme of training and development supported by The Avanti Institute we will ensure that all Avanti Trust Schools have a highly developed sense of what constitutes great teaching. We will continuously train and coach our staff on every feature of high quality pedagogy, in order that every student gets an education that is second to none.



We will ensure that all our teachers:

1. Provide explanations and instructions are clear and concise
2. Check every student's understanding before moving on to new topics
3. Model excellence through effective scaffolding of ideas and concepts
4. Ensure that the needs of every student are understood, planned for and met
5. Continuously engage and intellectually challenge students in their class
6. Plan activities that will enable students to demonstrate understanding and master skills
7. Manage students behaviour in a measured and proportionate manner
8. Help students recall and apply prior learning to new contexts
9. Make clear to students how their learning will be assessed
10. Provide precise feedback that helps students re-draft and improve their work





Job Description

The Principal will provide professional and inspirational leadership to secure the aims and ethos of the school and ensure its continuing success in line with the core principles and values as outlined in The Avanti Way. They will enable students to receive a high-quality education within a caring environment, ensuring all students achieve their full potential. The Principal will work with SSC members, staff and the school community to ensure that appropriate professional and curricular practices are achieved and excellence is maintained across the school.

Main Responsibilities

School culture

- Establish and sustain the school's ethos and strategic direction in partnership with Avanti Schools Trust and in line with the core principles and values as outlined in The Avanti Way;
- Create a culture where students experience a positive and enriching school life;
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life;
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment;
- Ensure a culture of high staff professionalism.

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn;
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains;
- Ensure effective use is made of formative assessment.

Curriculum & Assessment

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement;

- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context;
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community;
- Commit their school to work successfully with other schools within and outside of the MAT and other organisations in a climate of mutual challenge and support;
- Establish and maintain working relationships with fellow professionals and colleagues across other public

services to improve educational outcomes for all students.

Governance & Accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility;
- Establish and sustain professional working relationship with the SSC;
- Ensure that staff know and understand their professional responsibilities and are held to account;
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.





Person Specification

| Professional Qualifications | Essential E / Desirable D | Application Form |
|--|---------------------------|------------------|
| Qualified Teaching Status | E | √ |
| Degree or equivalent professional qualification | E | √ |
| Evidence of commitment to CPD | E | √ |
| NPQH / certificated / nationally recognised leadership qualification | D | √ |

| Experience | Essential E / Desirable D | Application Form | Interview or Reference |
|--|---------------------------|------------------|------------------------|
| Significant experience at a strategic level in a high- performing school | E | √ | √ |
| Experience in managing staff and supporting their professional development | E | √ | √ |
| Experience of designing and implementing an ambitious broad and balanced curriculum | E | √ | √ |
| Managing a range of diverse resources for best learner outcomes | E | √ | √ |
| Experience of building effective relationships with staff, parents and carers, governors, and the wider school community | E | √ | √ |
| Experience of teaching in an 'Outstanding' school | D | √ | √ |

Person Specification (Cont.)

| Knowledge and Skills | Essential E / Desirable D | Application Form | Interview or Reference |
|---|---------------------------|------------------|------------------------|
| Knowledge of how the needs of all students can be met through high quality teaching | E | √ | √ |
| Knowledge of up-to-date pedagogy and research | E | √ | √ |
| Creative thinking, problem-solving and identifying opportunities | E | √ | √ |
| Knowledge of strategic financial planning and budgetary management | E | √ | √ |
| Skills to develop and implement strategy | E | √ | √ |
| Experience of safeguarding and well- being for students and staff | E | √ | √ |
| Ability to innovate, manage and respond to change | E | √ | √ |
| Excellent interpersonal and communication skills | E | √ | √ |
| Understanding of legal frameworks governing the school | E | √ | √ |
| In-depth knowledge and understanding of wider educational social issues | E | √ | √ |
| Strong analytical and decision-making skills | E | √ | √ |
| Strong understanding of risk management | E | √ | √ |
| Ability to implement effective school self- evaluation and development planning. | E | √ | √ |

| Personal Attributes | Essential E / Desirable D | Application Form | Interview or Reference |
|--|---------------------------|------------------|------------------------|
| Inspirational leader and manager | E | √ | √ |
| Self-motivated and proactive | E | √ | √ |
| Resilient | E | √ | √ |
| Approachable and empathetic | E | √ | √ |
| Synergy with the school's traditions, ethos and values | E | √ | √ |



Application Process

If you are interested in the role and would like to discuss the details prior to submitting an application, please contact Kekshan Salaria (AST Director of Primary) via kekshan.salaria@avanti.org.uk to arrange a telephone call.

Application should be by submission of Avanti's standard application form. This should be submitted by the closing date via the **TES platform** or to careers@avanti.org.uk.

Deadline for applications: 12.00 on Thursday September 16 2021

Interviews will take place on Monday September 20 2021 and Tuesday 21 September 2021..



AVANTI
INSTITUTE

The continuing development of the Avanti's employees beyond their induction and initial training is an area of crucial importance for the MAT. The Avanti Institute for Professional Learning is part of an overall workforce development strategy that views CPD as an ongoing, planned learning and development process that contributes to work-based and personal development. The scope of the Avanti Institute covers all settings, institutions and teams and includes - but is more than - training, development and professional qualifications.



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AVANTI HOUSE
PRIMARY SCHOOL

Avanti House Primary School is part of the Avanti Schools Trust
Avanti Schools Trust is a charitable company limited by guarantee registered in England & Wales
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