

## PRINCIPAL

# Harris Westminster Sixth Form

**Generous salary package based on experience  
and expertise**

### How To Apply

Please visit [www.harriscareers.org.uk](http://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](#).

## Dear Applicant

Thank you for your interest in the post of Principal of Harris Westminster Sixth Form. Our school is one of the top sixth forms in the country, with the aim to deliver high quality education and outstanding outcomes to students who come from disadvantaged backgrounds. We expect applications for this job to be competitive with candidates with a range of experiences across the education sector.

HWSF is selective on both ability and disadvantage, and places first go to academically able students from disadvantaged backgrounds. It is a wonderful school with an ethos of “learning is amazing”, where staff truly care about the progress their students make over their two years with us.

The role of Principal is a chance to shape this community and lead both students and staff to make the most of their talents and ability. It is also an opportunity for an exceptional school leader to have an impact beyond the walls of our building – Harris Westminster is the country’s leading sixth form for academically able students from disadvantaged backgrounds and the next Principal will help us take the next step in system leadership.

We are based in the heart of Westminster, and work in collaboration with the Harris Federation and Westminster School. This provides an exceptional support network for the Principal – far from being a lonely role, the successful applicant will find themselves at the heart of a strong senior team and be able to lean on experienced school leaders from both the independent and state sectors.

Our [examination results](#) and student destinations (2025 leavers: 14% of students attended Oxbridge or an international equivalent, 70% Russell Group) are outstanding and are testament to the hard work and commitment of our staff and students. I encourage you to explore our [website](#) to learn more about the unique aspects of our curriculum and student offerings which make HWSF so special. Our [newsletters](#) give a great insight into day-to-day life at HWSF.

We are looking for the best person to lead our community and we are committed to a diverse and inclusive student and staff body. If you are passionate about making a difference and feel you have the right experience and expertise, I encourage you to book an introductory call and to apply to join us.

We hope that you find the enclosed information helpful and are excited by the opportunities that HWSF would provide.

**Yours faithfully,**

**James Handscombe**  
Executive Principal

**John Colenutt**  
Chair of Governors

*“HWSF offers unique opportunities like societies which create an experience that is unlike any other school.”*

*-Salva, Year 12*

*“The lessons are incredibly interesting and taught amazingly. The atmosphere created is something I’ve never experienced before.”*

*- Mia, Year 12*

## About Harris Westminster

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 young people from working class and disadvantaged backgrounds. Harris Westminster was opened in 2014 as a partnership between the Harris Federation and Westminster School. It was created as an academically selective, socially inclusive sixth form and has transformed the environment of social mobility across the boroughs of London, sending students from all backgrounds to universities and futures that would previously have seemed beyond them. 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 students will go on to achieve.

The Harris Federation now has over 50 schools educating more than 40,000 young people across London and Essex and employs over 5,000 staff across our academies and head office. Harris Westminster Sixth Form is proud to be part of this and proud also of the continued partnership with Westminster School. We have 600 students, over 200 of whom come from the most disadvantaged backgrounds and every year send dozens of students to Oxford or Cambridge and hundreds to Russell Group and top-tier universities.

## Our Vision

The Harris Federation is 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.

Within this, Harris Westminster offers an outstanding academic education to bright students from every neighbourhood and borough across London. They commute into the cultural and political heart of the country and are taught not just the content they need to gain good A-level grades (although this is a key part of the provision) but also to see learning as more than getting good grades, to see university as a place to thrive, not just get into, and their career ambitions as a tool to using their talents to shape their (and their community's) future, not just a job.

Our vision is for an absorbing, enriching, challenging experience in which the twenty-two months of sixth form closes the gaps between disadvantaged students from ordinary schools and their peers. We teach them to be curious, to take responsibility for themselves and for others, to be kind, to expect to work hard, and to communicate effectively in spoken and written word (and across a range of settings). 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**

Harris Westminster is built on the values of Ambition, Perseverance and Legacy and around the thesis that "learning is amazing". We develop students who have an ambition they are willing to work for, the resilience to continue when things are hard, and who seek to leave whatever they are involved in better than they found it. Meanwhile we hold ourselves to the ambition of providing the best sixth form education in the country (bar none) and matching the top independent schools for results and destinations. We face the ups and downs of school life, government policy and international events with determination and perseverance and we believe in the long game, that the impact of the work we do is seen in the lives of our alumni as much as it is in the grades of our students.

The idea that learning is amazing runs through every part of the school, directing all our decision-making towards the goal of packing those twenty-two months full of as much knowledge and understanding as possible, whilst equipping staff both to revel in their academic specialisms (and hence inspire further study from the students) and to develop teaching, technical and leadership skills to become more effective in their roles and able to take on promotion. Meanwhile we are inquisitive as an institution, looking for ways to do more, to offer more opportunity and challenge to students, to teach more effectively and to have a bigger impact on London and the wider educational landscape.

## **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 student 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

### Overview

As Principal, to provide the leadership and management necessary to secure high quality teaching and learning to rapidly raise standards of achievement.

### Core Purpose of the Principal

To provide professional leadership in securing the sixth form's success, ensuring high quality education for all its students and improved standards of learning and achievement.

Working with the Governing body, Westminster School and the Harris Federation, the Principal will provide leadership and direction for the sixth form to ensure that it continues to deliver an outstanding quality of education. The Principal is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve these aims and objectives. The Principal should also secure the commitment of the wider community by developing and maintaining effective networks with, for example, other schools (including Westminster School), higher education institutions, employers, donors and other supporters (including Westminster Abbey), careers services and with the Harris Federation. The Principal is responsible for creating a productive, disciplined learning environment and for the day-to-day running, management, organisation and administration of the sixth form.

# Main Areas of Responsibility

## **The Principal's effective leadership will result in:**

### **A sixth form where:**

The ethos is understood and embodied by leaders, staff and students, and where it drives all members of the community to greater effort and greater success;

- Staff, governors and parents have confidence in the leadership and management;
- Staff and governors recognise their accountability for their tasks and contribute fully to the development and successful implementation of policies and practices;
- The curriculum and daily life effectively promote students' spiritual, moral, social and cultural development and prepare them for their next steps and to be responsibly adults with high levels of agency;
- Students from across London are keen to study and are chosen on the basis of academic potential and to prioritise those who would be otherwise excluded from highly competitive destinations and careers;
- Effectiveness is kept under rigorous review, and links with the wider community contribute to students' attainment and personal development;
- Efficient and effective use is made of staff, accommodation and resources;
- Finance and administration are effectively managed, and the carefully costed development plan is focused on improving educational outcomes.

### **Students who:**

- Are curious, who learn well and who have the study skills and attitudes to succeed at the most competitive universities;
- Go onto highly academic and challenging destinations: universities and apprenticeships that are a step above what might be expected from their starting points;
- Make the step from being academically successful children to being independent adults ready to take on responsibility for themselves and others;
- Are well prepared for tests and examinations and make progress to at least expected or better than expected standards in A-levels;
- Develop an interest in learning beyond their syllabi, read widely, think hard, and communicate their thoughts effectively;
- Direct their own activity purposefully and strategically, making the most of their time and preparing for a range of possible careers and leadership responsibilities;
- Are enthusiastic about the subjects they are studying and are highly motivated to learn more;
- Understand their role in shaping the community around them and, through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment.

### **Federation Board and Governors who:**

- Fulfil their statutory responsibilities and hold the leadership to account for the quality of education provided and the standards students achieve.

**Teachers who:**

- Are intellectually and professionally curious, committing to CPD opportunities that develop both academic knowledge and professional skills;
- Ensure rapid improvement of all students;
- Have a secure knowledge and understanding of the subjects they teach;
- Set high expectations for all students;
- Plan lessons that address the needs of all students within the class;
- Employ the most effective approach(es) for any given content and group of students, including e-learning;
- Pace lessons appropriately, using time and resources effectively;
- Regularly provide high quality feedback and assess students' work and reinforce and extend students' learning and achievement through setting consistent and challenging homework;
- Are able to have idiomatic conversations with students that develop adult responsibility whilst ensuring behaviour expected within the sixth form community;
- Are systematically monitored, evaluated and supported in their work;
- Set challenging yet realistic targets that are aspirational for all students.

**Parents who:**

- Enjoy an effective partnership with the sixth form which contributes to their child's learning;
- Understand and support the work of the sixth form;
- Are kept fully informed about their child's achievements and progress.

**The Principal should have knowledge and understanding of:**

- What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising students' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour;
- Strategies to achieve effective teaching and learning in the sixth form;
- The application of information and communications technology to teaching and learning, and to management;
- How to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement;
- Requirements and models for the curriculum and its assessment;
- Effective teaching and assessment methods;
- Political, economic, social, religious and technological influences that have an impact on strategic and operational planning and delivery;
- Different leadership styles and practices and their effects in different contexts within the school;
- Management, including employment law, equal opportunities, legislation, personnel, external relations, finance and change;
- The national policy framework and the complementary rules and functions of government and national bodies;
- The statutory framework for education now in place, and its importance to the key tasks of headship;
- The implications of information and guidance documents from different sources including DfE, LAs, the Harris Federation and national bodies and associations;
- Governance at national, local and school levels;

- The contribution that evidence from inspection and research can make to professional and school development;
- Strategies for teaching students about the duties, opportunities, responsibilities and rights of citizens in an ethnically and culturally diverse country;
- Challenges of raising attainment in a multi-ethnic community;
- The need to prevent children from being drawn into terrorism (“the Prevent duty”).

## Skills and Attributes

**Leadership skills – the ability to lead and manage people to work towards common goals.**

**The Principal should be able to use appropriate leadership styles in different situations to:**

- Create a secure commitment to a clear vision for an effective school;
- Initiate and manage change and improvement in pursuit of strategic objectives;
- Prioritise, plan and organise;
- Direct and coordinate the work of others;
- Build, support and work with high-performing teams;
- Work as part of a team;
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- Motivate and inspire students, staff, parents, governors and the wider community;
- Set standards and provide a role model for students and staff;
- Seek advice and support when necessary;
- Deal sensitively with people and resolve conflicts.

**The Principal should have the professional competence and expertise to:**

- Command credibility through the discharge of his or her functions and to influence others;
- Provide professional direction to the work of others;
- Make informed use of inspection and research findings;
- Apply good practice from other sectors and organisations.

**Decision making skills: the ability to investigate, solve problems and make decisions.**

**The Principal should:**

- Make decisions based upon analysis, interpretation and understanding of relevant data and information;
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities;
- Demonstrate good judgment.

**Communication skills: the ability to make points clearly and understand the views of others. The Principal should:**

- Communicate effectively orally and in writing to a range of audiences;
- Negotiate and consult effectively;
- Manage good communication systems;
- Chair meetings effectively;
- Develop, maintain and use an effective network of contacts.

**Self-management skills: the ability to plan time effectively and to organise oneself well. The Principal should:**

- Prioritise and manage time effectively;
- Work under pressure and to deadlines;
- Achieve challenging professional goals;
- Take responsibility for own professional development.

**Attributes:**

- Enthusiasm;
- Academic aptitude and intellectual curiosity;
- Personal impact and presence;
- Adaptability to change circumstances and to new ideas;
- Energy, vigour and perseverance;
- Self-confidence;
- Dedication, hard work and commitment;
- Reliability and integrity;
- Commitment;
- Sense of humour.

**The Principal should draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles including:**

**Key areas of headship**

Expertise in headship is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to bring about expected outcomes. The Principal will work with Governors, the Harris Federation, Senior Leadership Team and other colleagues in relation to the following five key areas. The Principal should also understand the roles of others in the sixth form as set out in the national standards and should support them as appropriate in fulfilling those roles.

**Strategic direction and development of the Sixth Form**

The Principal working with the Governing Body should develop a strategic view for the sixth form and analyse and plan for its future needs and further development within the local, national and international context.

**The Principal should:**

- Lead by example, provide inspiration and motivation and embody for the students, staff, governors and parents the vision and purpose of Harris Westminster Sixth Form;
- Create an ethos and provide educational vision and direction that secures effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life, and secure the commitment of parents and the wider community;
- Ensure that the pastoral role of the sixth form is exemplary, taking on the role of DDSL and leading a team that embeds both safeguarding and other support for students with social, emotional, financial or health needs.

- Create and implement a strategic plan underpinned by sound financial planning, which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- Ensure that all those involved in the sixth form are committed to its aims, motivated to achieve them, and involved in meeting long-, medium- and short-term objectives and targets that secure educational success;
- Ensure that the management, finance, organisation and administration of the sixth form support its vision and aims;
- Ensure that policies and practices take account of national, local and school data and inspection and research findings;
- Monitor, evaluate and review the effects of policies, priorities and targets in practice and take action if necessary.

## **Teaching and learning**

### **The Principal should:**

- Create and maintain an environment and a code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enables teachers to develop and demonstrate excellence in teaching and pastoral care.
- Determine, organise and implement the curriculum and its assessment;
- Monitor and evaluate them to identify and action areas for improvement;
- Ensure that students develop attitudes and study skills to learn more effectively and with increasing independence;
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all students, including those with special educational or linguistic needs, to set and meet challenging, realistic targets for improvement;
- Create and promote positive strategies for ensuring an inclusive community where students of all races, sexes, religions and sexualities can thrive;
- Develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- Create and maintain an effective partnership with parents to support and improve students' achievement and personal development.

## **Leading and managing staff**

### **The Principal should lead, motivate, support, challenge and develop staff to secure improvement. The Principal will:**

- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and students;
- Plan, allocate and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to students' achievement;
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- Lead professional development of staff through example;

- Support and coordinate the provision of high-quality professional development, drawing on other sources of expertise where appropriate;
- Understand the expectations of other staff and ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed;
- Sustain motivation and a supportive staff community;
- Ensure that professional duties and conditions for employment as set out in the School Teachers' Pay and Conditions document, including those for the Principal, are fulfilled.

### **Efficient and effective deployment of staff and resources**

#### **The Principal should deploy people and resources efficiently and effectively to meet the specific objectives in line with the strategic plan and financial context by:**

- Developing, maintaining and operating appropriate systems of quality assurance in all aspects of the sixth form's operation.
- Working with the Governors, the Federation and senior colleagues to recruit staff of the highest quality;
- Working with senior colleagues to deploy and develop all staff effectively to improve the quality of education provided;
- Developing and operating the admissions policy and processes to ensure that the sixth form is able to fulfil its mission by having the right number of students with the highest academic potential from the full range of backgrounds and neighbourhoods of London.
- Setting appropriate priorities for expenditure and ensuring effective administration and control;
- Managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Managing, monitoring and reviewing the range, quality, quantity and use of all available resources to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

### **Accountability**

#### **The Principal should:**

- Provide information, objective advice and support to the Governing Body and Harris Federation to enable them to meet responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- Create and develop an organisation in which all staff recognise that they are accountable for Harris Westminster's success;
- Present a coherent and accurate account of performance in a form appropriate to a range of audiences, including governors, DfE, the local community, Ofsted, the LA and others to enable them to play their part effectively;
- Ensure that parents and students are well informed about the curriculum, attainment and progress and about the contribution that they can make to the individual and collective success of the Harris Westminster community.

# Ethos

## The Principal will

- Be ambitious for themselves, for the students and for the sixth form as a whole;
- Be unshakable in ethos and ambition, modelling perseverance for students and staff no matter what challenges come their way;
- Leave Harris Westminster, the Harris Federation and the London education scene stronger and more effective than they found it; and ensure that Harris Westminster leaves a legacy in the trajectory of every young person who studies there;
- Believe that learning is amazing and set out to convince every student, member of staff and visitor of this thesis;
- Undertake such other duties as may be required;
- Engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term;
- Participate in training and other professional development learning activities as required.
- Promote equal opportunities and celebrate diversity in all aspects of the sixth form and the wider Federation.
- Play a full part in the life of the Harris Westminster community, develop its distinctive aim and ethos and to encourage staff and students to follow this example.
- Support and attend events such as Open Evening;
- Develop and communicate policies that drive Improvement in the sixth form and support wider Federation goals;
- Ensure that the Sixth Form Dress Code is effective and up to date, and be a model for students and staff to follow;
- Comply with the Health and Safety policy and undertake risk assessments as appropriate;
- Be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the sixth form's Safeguarding/Child Protection policies, including undertaking training as a designated safeguarding lead;
- Be aware of and comply with all sixth form 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.

Harris Westminster Sixth Form 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.

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 jobholder will ensure that 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

# Person Specification

Area	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status, Good Degree, further relevant professional studies.</li> </ul>	<ul style="list-style-type: none"> <li>NPQH</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Senior Leader in a Secondary school or sixth form</li> <li>Teacher of highly academic students at A-level</li> <li>Leadership in curriculum development and in monitoring and evaluation strategies.</li> <li>Proven track record of raising attainment in an urban, multi-ethnic environment.</li> <li>Good understanding of inclusion.</li> <li>Leadership in staff development.</li> <li>Experience of supporting students through university and apprenticeship applications</li> <li>Some experience of budget management.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of application to Oxbridge and other highly competitive courses</li> <li>Management experience in more than one school, leadership in pastoral and curriculum development.</li> <li>Successful experience of raising the attainment of a range of ethnically diverse students.</li> <li>Experience as a DSL or DDSL</li> </ul>
<b>Knowledge, Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Thorough knowledge and understanding of current curriculum developments and how students learn.</li> <li>Understanding of principles and demonstrable application of school improvement and school effectiveness.</li> <li>Demonstrable ability to plan strategically, to lead, motivate, develop and inspire staff, and to manage change.</li> <li>Demonstrable commitment to equality of opportunity and inclusive education.</li> <li>Understanding of multicultural issues in the context of the secondary school and sixth form.</li> <li>Knowledge and understanding of principles and practices of performance management for all staff.</li> <li>High-level ability to analyse and interpret student performance data and set challenging but realistic targets.</li> <li>Ability to ensure an ethos and structure for sound discipline which enables all students to achieve.</li> <li>Leading on action planning evaluation.</li> <li>Ability to work effectively as part of the leadership and staff team and with governors, students and parents.</li> <li>Ability to work effectively with members of the local community.</li> <li>Ability to communicate orally and in writing to a variety of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of selective education.</li> <li>Understanding of issues related to complex schools.</li> <li>Understanding of delivering a community education provision.</li> <li>Creation of strong links with the local community.</li> <li>Working with partner organisations and supportive individuals</li> <li>Engaging with the media and high-profile individuals</li> </ul>
<b>Equality Issues</b>	<ul style="list-style-type: none"> <li>Demonstrable knowledge and understanding of equality issues and legislation.</li> <li>Able to integrate quality policies into service delivery and employment practices.</li> </ul>	
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>Ability to work under pressure and be resilient in the face of challenge.</li> <li>Ability to prioritise.</li> </ul>	



## Applying For The Position

Thank you for your interest in Harris Westminster. We look forward to receiving your application.

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.

## Before You Start Your Application

If you would like an informal conversation with either the current Principal or the Executive Principal then please contact [h.syrad@harriswestminstersixthform.org.uk](mailto:h.syrad@harriswestminstersixthform.org.uk) who will arrange a time for a call.

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](http://www.harriscareers.org.uk)

## 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.\*\*](#)