



Drapers' Academy

Vice Principal

Curriculum, Teaching and Learning

www.drapersacademy.com

01708 371 331 • Drapers' Academy, Settle Road, Harold Hill, Romford RM3 9XR

Welcome

Dear Applicant

Thank you for taking the time to enquire about the position of Vice Principal – Curriculum, Teaching and Learning. This position has come available due to the current post holder gaining promotion to Headship; the second Vice Principal to do so in the past five years. This demonstrates the experience and skills you will develop here, enabling you to be ready for Headship within 3-5 years. This is an exciting opportunity to join the leadership team of an aspirational school and to make a real difference to the lives of the young people of the Harold Hill community.

I am, and I expect my staff to be committed to each and every pupil and student in our school. I want the very best outcomes for them and in order to achieve this I need to employ the best staff. The post of Vice Principal is paramount for the continued success of Drapers' Academy. I have been Principal here for over six years and continue to have high ambition for us. We are a great school with the vision to be Outstanding and an excellent school in the eyes of our families.

Having researched the school you will know that our intake is below national average attainment on entry and our school is located within a deprived location. Our challenge is to not allow this to be a barrier. We strive for all our pupils and students, whatever ability, to make progress at least that is expected nationally with targets to go beyond. A drive on literacy at Key Stage 3 is already having impact. Due to the pandemic, the challenges may have increased although our determination for all to succeed is unwavering.

Our new Vice Principal will lead on teaching within the Academy so that learning and progress is maximised through a bespoke pedagogy. We are a Good school and to become Outstanding we must continue to innovate within and beyond the classroom.

To be successful, we believe that children need to have self-confidence and respect for others. The foundation for this is a sense of discipline and an understanding of the rules that govern our relations with other people. We make no apology that the Academy has high expectations regarding behaviour and standards.

I hope you like what you read about the school and that it offers you something you feel you can make a significant contribution to. I encourage you to visit us as I am sure that once you see what is on offer, you'll be keen to become our next Vice Principal. Visits will be arranged following strict Covid-19 guidelines.

If you have the drive and determination, are not afraid of a challenge and are passionate about securing the best education for young people, I look forward to reading your letter of application and finding out more about you.

Good luck and best wishes



Darren Luckhurst
Principal



About Us

Drapers' Academy opened in 2010 and since then we have taken great strides in achieving our vision of becoming a successful, comprehensive school. In 2012 we were honoured when Her Majesty The Queen officially opened our award winning facilities. Since 2014 we have been oversubscribed for Year 7 places, five years ago we increased our planned admission number from 180 to 210 places.

We have an amazing building situated within large grounds. Pupils and students treat the building with respect and are proud of their school. Our Sixth Form has grown and we are almost at our capacity of 200 students.

We have worked hard to serve our families and become an integral part of our local community. We have proven that we provide every one of our pupils with the best possible education available and that local children do not have to leave Harold Hill to receive an excellent education. Our aim is to ensure we provide the best possible foundation for every child to succeed.

We are committed to attaining the best possible GCSE and A level results for our pupils. However, our pupil success is not exclusively academic. With our specific enrichment programme our pupils leave the Academy as young confident adults able to use their education and skills in their chosen career path. Last year we were delighted when 80% of our Year 13 students achieved a place at their chosen university to study towards their degree.

In March 2020, Ofsted judged us as Good in all areas and acknowledged us as a rapidly improving school. It is vital that we continue to move forward and the role of Vice Principal is essential to our future success.

Staff development is very important to us and we have a range of professional development opportunities including NPQML and NPQSL programmes for our staff. We hold weekly teaching and learning briefings for all teaching staff and this is supplemented by an extensive in-house CPD offer. We care about staff wellbeing and have a forever adapting programme of support for all. Recent examples include yoga classes, a modern fitness suite and workshops led by the SUMO Guy.

We are proud to be at the heart of the Harold Hill community, committed to educating confident, articulate and successful young people.



“Pupils are polite, respectful and accepting of others.
They are courteous to their peers and towards adults,
including visitors.”

OFSTED INSPECTION, MARCH 2020

“The Principal leads with integrity. Staff feel valued
and well supported by leaders. They say they are proud
to work at the school.”

OFSTED INSPECTION, MARCH 2020





Drapers' Multi-Academy Trust & Our Sponsors

Founded in 2014, Drapers' Multi-Academy Trust aims to be at the heart of the local community it serves. We aim to deliver to local families an excellent education and create new opportunities for our pupils.

As a Multi-Academy Trust we strive for our schools to be among the most successful all-ability schools in their area. We will achieve this through traditional values and laying the foundations for outstanding education to be taught.

Our sponsors are highly experienced and passionate about education.



www.thedrapers.co.uk

The Drapers' Company have been involved in education for over 500 years. They support a range of extra-curricular activities and link the Academy to a wider community across London. A mentoring programme allows pupils to have greater access to employment opportunities and provides informal coaching and support.



www.qmul.co.uk

Queen Mary, University of London, is one of the country's leading higher education institutions and is a member of the Russell Group of top universities. The university provides support and expertise to both staff and pupils, particularly in the Academy's specialist areas of science and maths. Student ambassadors from the university regularly visit the Academy providing support to pupils and an insight into higher education. There are regular visits to their main campus based on the Mile End Road for pupils to experience life at university. As a co-sponsor, Queen Mary, University of London guarantees a place to all Academy Sixth Form students who achieve the required entry grades.



“Trustees and governors know the school well.”

OFSTED INSPECTION, MARCH 2020

Application Process

Post Start Date:

- **September 2021**

Candidates are encouraged to visit the school. However, it is understood that this may not be possible. If required, a telephone conversation or Zoom call with the Principal can be arranged.

Visit Dates:

- Tuesday 27th April 1.45 – 3.15pm
- Wednesday 28th April 9.00 – 10.30am
- Tuesday 4th May 9.00 – 10.30am

To book a visit, please contact Sue Lucey (Principal's PA) – slucey@drapersacademy.com

Closing Date For Applications:

- 4.00pm Thursday 6th May

Candidates Notified By:

- Friday 7th May

Interview Dates:

- w/c Monday 10th May

Day 1 and 2 interview dates will be updated on the advert listing, once confirmed. Candidates will be shortlisted at the end of Day 1 and notified that evening if they have progressed to Day 2.



If you would like to apply for this post please complete your application online at TESjobs.



You will need to include a supporting statement as part of the online application



Your supporting statement should be approximately two sides of A4

If you have any questions please contact Sue Lucey (Principal's PA) by email slucey@drapersacademy.com or telephone 01708 371331 ext 6103227. References may be requested as part of the initial shortlisting process.

Applicants are requested to read the information carefully, especially the job description and person specification (found on the following pages). Please ensure your application satisfies the criteria in the person specification and you display evidence of this in your formal letter of application.

You must complete the reference section with TWO referees.

Please note that:



The first referee should normally be your present or most recent Headteacher or equivalent person.



If you are not currently working with children, please provide a referee from your most recent employment involving children.

Referees will be asked about disciplinary offences relating to children, which may include any in which the penalty is "time expired" and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. References will not be accepted from relatives or from people writing solely in the capacity of friends.

Job Description

Job Title:

Vice Principal - Curriculum, Teaching and Learning

Salary:

Leadership Scale (Outer London) L24 – L28
(currently £77,643 - £85,290)

Work Pattern:

Full time

Reports To:

Principal

Staff Line Managed:

Assistant Vice Principal (T, L&A), Lead Practitioners, PSHE Coordinator and other relevant staff through the line management structure e.g. HOF English.

Context:

We require a visionary Vice Principal – to predominantly lead on Teaching and Learning as well as working in collaboration with the Principal and the Leadership Team in order to help our pupils and students achieve the outstanding outcomes they deserve.



Main Duties and Responsibilities

- Ensuring a successful learning culture that enables all pupils and students to become effective, enthusiastic, independent learners.
- Leadership of our whole school curriculum, ensuring it delivers and meets the needs of all our pupils and students.
- Support the Principal through contributing to the overall leadership and management of the Academy.
- Lead on changes that strengthen our pedagogy to ensure our teachers are equipped with skills that ensure all our pupils and students maximise their achievement.
- Take a leading role in the professional development of staff.
- Maintain quality assurance systems that support teaching and learning, working with the Assistant Vice Principal responsible for this area.
- Lead whole school self-evaluation across the Academy.
- To co-ordinate the documentation to ensure the Academy is Ofsted ready.
- To play a key role in the raising of standards and achievement of the Academy's performance targets.
- To ensure that pupils, students and their families are fully supported so that the vision, ethos, culture and policies of the Academy can be fully realised.
- To engage with the community and to enable the Academy to play a full and positive role within the local area.
- To play a key role in supporting the Principal and SLT in creating a successful Academy Improvement Plan.
- To deputise for the Principal as required.
- To model the values of the Academy and the highest professional standards to staff, pupils, students and parents/carers.
- To play a leading role in taking forward the distinctive vision for the Academy.
- To lead and manage staff teams, undertaking performance management as required.
- To be a good/outstanding practitioner and to undertake a teaching commitment depending on the needs of the Academy.
- To use data to analyse performance and inform target setting.
- To attend Governing Body meetings and committees as required.
- To support the Principal, along with the other Vice Principal to create a structure that reflects the targets and objectives as set out in the Academy Improvement Plan.
- To work closely with other academies and schools, locally, nationally and internationally.
- To support the Principal in developing positive relationships with London Borough of Havering and local schools.
- Create and manage the Timetable (using NOVA T6 and SIMS) – subject to relevant experience and/or training.

Roles and responsibilities remain under review and opportunities are created to ensure that the Vice Principal gains relevant professional development and experience.

Please read the SLT Roles and Responsibilities document to see the current responsibilities of the team.

Additional Duties

- Comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
 - Engage in relevant continuous professional development opportunities and performance management/review arrangements.
 - Further specific whole school responsibilities to be agreed annually, taking into account: the priorities in the SIP; individuals' strengths and interests; areas for personal development identified during the performance management cycle.
 - This may include areas such as e.g. Assessment and Reporting, Timetabling etc.
 - This job description details responsibilities but is not prescriptive and does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not necessarily a comprehensive definition of the post, and the post holder may be required to undertake other duties and responsibilities commensurate with the grade and scope of the post. This job description may be subject to amendment, to meet the changing needs of the Academy, following appropriate consultation.
-

Person Specification

E = Essential

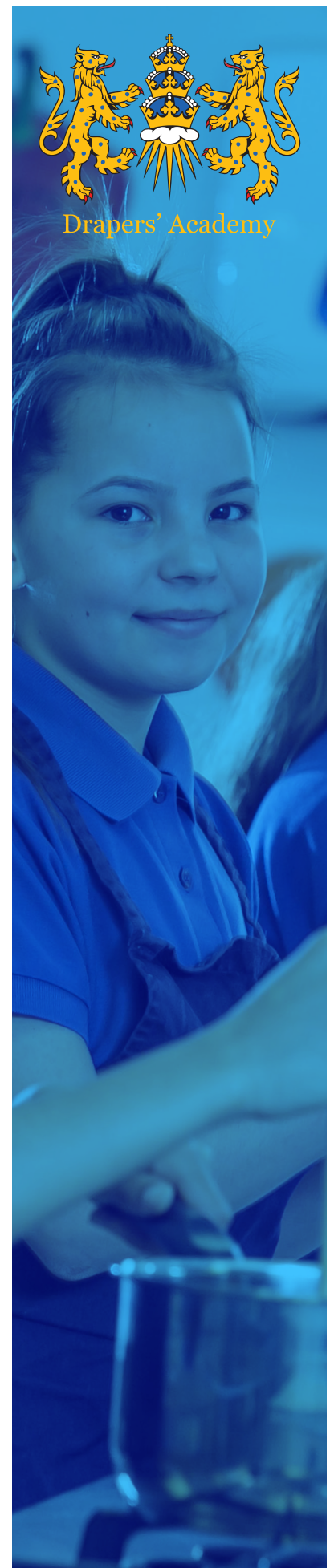
D = Desirable

Training, Qualifications and School Experience

| | |
|--|---|
| Graduate with Qualified Teacher Status | E |
| Record of sustained professional development | E |
| At least 3 years' experience in a senior leadership post in a secondary school, preferably including experience as a Deputy Headteacher or Assistant Headteacher | E |
| Successful teaching experience in more than one school | E |
| Holding, working towards or willing to undertake NPQH | E |

Experience of Educational Leadership and Management

| | |
|---|---|
| Effectiveness in Leadership and Management | E |
| Effectiveness in working collaboratively in a team showing sensitivity to the needs and interests of others | E |
| Effectiveness in contributing to the development and implementation of strategies for raising achievement and achieving excellence for pupils, students, staff and self | E |
| Effectiveness in data management, analysis and target setting | E |
| Effectiveness in information management and communication | E |
| Effectiveness in using evidence-based information about effective learning and assessment for learning | E |
| Effectiveness in managing change | E |
| Contributed to discussion and policy development | E |
| Significant expertise in subject curriculum, particularly in their own field | E |
| Excellent understanding of the whole school curriculum and how different components contribute to pupils and students' whole school experience and achievement | E |
| Sound understanding and experience in developing and managing effective pastoral and behaviour management systems | D |
| Knowledge and understanding of the current educational landscape, government initiatives and Ofsted requirements | E |
| Knowledge and experience of timetabling | D |
| Knowledge and experience of training new staff | D |



Personal and Professional Qualities and Attributes

| | |
|---|---|
| Ability to support the Principal in maintaining and developing a school vision with quality learning at its heart | E |
| Work in partnership with the Governing Body, Principal and Leadership Team in taking the school forward | E |
| Through personal commitment, contribute to maintaining and developing the school ethos which strongly influences and enhances the school's educational objectives | E |
| Inspire, motivate and empower staff, pupils and students | E |
| Work collaboratively with others, delegating appropriately | E |
| Contribute to creating an environment in which staff accept their responsibility for pupils and students learning outcomes | E |
| Seek and act on, feedback from others including the Principal and other colleagues | E |
| Communicate effectively with, and command the confidence and respect of pupils, students, parents, colleagues and governors | E |
| Attention to detail | E |
| A good sense of humour | E |
| The ability to give freely of their time | E |
| A high level of professionalism in manner and organisation | E |
| A capacity for hard work | E |
| Regular and punctual attendance | E |
| A collaborative approach and openness, adaptability and sensitivity to all stakeholders. | E |
| A practical desire to involve parents and the community as fully as possible in the life of the school | E |
| Honesty, integrity and loyalty | E |

Professional Knowledge and Understanding

| | |
|---|---|
| Current educational issues, including national policies, priorities and legislation | D |
| Effective strategies for maintaining and developing high standards of attainment, behaviour and attendance | E |
| Principles and practice of educational inclusion | D |
| Developing choice and flexibility to meet the learning needs of every pupil and student | E |
| Quality assurance systems, including school review, self-evaluation and performance management | E |
| Legal issues relating to managing a school including Safeguarding Procedures, Equal Opportunities, Race Relations, Disability, Human Rights, Employment and Health and Safety legislation | D |
| Communicate highly effectively with a wide range of audiences orally and in writing | E |
| Deal with day-to-day issues and shifting priorities whilst maintaining focus on longer term strategy and goals | E |
| Set targets for staff, lead, monitor and evaluate their work, delegate tasks appropriately and successfully and contribute to staff learning and development | E |



Drapers' Academy

Total Capacity

1250 Children

Building Floor Size

10,000 sq metres
(2½ acres)

Year 7 - 11

1050 Pupils

Sixth Form

200 Students

Grounds

23 Acres

Sports Pitches

3 Grass Pitches
All weather Astroturf
Netball and Hard Courts

Indoor Climbing Wall

Exercise Suite and Gymnasium

Theatre and Dance Studio

Year 7 Dedicated Area

Exclusive Sixth Form Area

Transport

The local train stations are Harold Wood and Romford. These trains are run by Greater Anglia.

There are several local bus routes with a stop at the top of Settle Road. These are the 174 and the 496.

Drapers' Academy

Settle Road, Harold Hill

Romford RM3 9XR

T: 01708 371331

F: 01708 347515

E: admin@drapersacademy.com

www.drapersacademy.com

Chairman of Governors

Mrs Felicity Conway

