APPLICANT PACK

VICE PRINCIPAL

Harris Boys' Academy East Dulwich

Leadership Scale L19 – L22

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

Strategic Leadership and Development
The post of Vice Principal is one that mirrors the role of the Principal. Therefore, the academy will be supporting the successful candidate as they aspire to Principalship.

Generic VP Expectations

- Deputising for Principal, both in the academy and where appropriate in external meetings.
- To ensure there is seamless transition between all key stages at the academy.
- To ensure that the academy specialisms run throughout the academy successfully and effectively.
- To play a leading and highly visible role in the day-to-day management of the academy ensuring both the pastoral/academic success of all students across all faculty areas.
- To oversee standards and provision throughout all key stages, identifying the strategic issues that need to be addressed by the academy Leadership Group.
- To work with the Principal to establish a system of self-evaluation and review within the academy that will secure outstanding student achievement through the professional success of all staff. This will be supported by rigorous systems for monitoring, evaluation and review.
- To oversee the development of subject SEFs and subject improvement plans.
- To line manage Assistant Principals, ensuring that their academy responsibilities are of the highest standard.

Main Areas of Responsibility

This will be negotiated with the individual candidate, but could involve:

- To oversee the strategic management of data, assessment and target setting (including reporting achievement data to governors and external bodies as required), working with the Principal to set challenging and aspirational whole academy targets.
- To lead on teaching, learning and assessment across the academy, providing the necessary Professional Learning opportunities to ensure the highest of standards are maintained in the classroom and in student outcomes.
- To lead on effective behaviour and inclusion, ensuring that the needs of all students are met within and beyond the classroom.

General Expectation of Academy Leadership Group

- Collaborate as a member of the academy Leadership Group in order to build and realise the shared vision of excellence and high standards for all students.
- To play a major role in determining strategy for the academy.
- Contributing actively towards the formulation of all academy policies and procedures and ensuring their consistent implementation throughout the school.
- Agreeing challenging subject targets, including student achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through faculty improvement plans.

- Ensuring high quality teaching and learning in line managed faculties, following the academy policy for self-evaluation and review.
- To manage delegated budgets effectively.
- To attend academy leadership meetings as appropriate.
- To engage in the process of appointing new staff including the interview process.
- To participate in duties lunch/break/before and after school.
- Contributing to assemblies.
- Sharing in the management of student disciplinary incidents, making recommendations to the Principal regarding exclusions and facilitating the process of student re-integration.
- To actively participate in the monitoring evaluation and review of teaching and learning in line managed faculties. Managing any capability or disciplinary procedures in line with academy policy, where appropriate.

Teaching

- To undertake an appropriate programme of teaching according to the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies.
- To contribute to the academy Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons in line with academy policy.
- To contribute to the whole academy's planning activities.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in the academy.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Enterprise are reflected in the teaching/learning experience of students.
- To undertake assessment of students as requested by external examination bodies, subject area and academy procedures.

Management of Resources

- To manage the available resources of space, staff, budget and equipment effectively within the policies and procedures of the academy.
- To work with the ALG 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.

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
Knowledge & Experience	• Graduate (with a good degree) • Qualified Teacher • Minimum of three years at senior leadership level, at least once as a deputy/ Vice Principal • Experience of delivering high quality INSET to teaching staff • Proven success in raising achievement as a subject leader across at least two key stages. • Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance • 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 • Experience of presenting to a wide audience including teachers, managers, governors and parents • 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 in a whole school situation • Experience of managing and implementing change successfully at whole school level • Experience of using coaching as a model for ensuring on going professional development particularly with subject leaders	• Experience in multi-ethnic urban schools • Further qualification • Experience of working in an all through school • 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 • Experience of presenting in local and/or national education forums
Personal Qualities	• Willingness to work hard • Enthusiastic and Exceptional teacher, with a proven track record of excellent results in public examinations. • Flexible, adaptable, results orientated, 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 • The aspirations, talent and enthusiasm to become a Principal	
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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