



Penfold Street,
London,
NW1 6RX

28th May 2010

Dear candidate,

Thank you for taking the time to find out more about the **King Solomon Academy** in Westminster and the role of **Associate Deputy Head**.

King Solomon Academy is a unique school delivering a specialist maths and music programme, and serving an inner-city community in North Westminster. The academy opened in September 2007 with an intake of two reception classes and has since grown, with a new reception cohort joining the school each September. In September 2009 the secondary school of the academy also opened, and new state-of-the-art buildings were completed. The academy was also deemed as 'Outstanding' by Ofsted, and continued to produce exceptional results from its pupils.

The academy is sponsored by ARK Schools, a children's charity that was created in 2004 to set up new schools in deprived areas and replace existing ones through the government's academies programme. Its aim is to operate a network of outstanding, non-selective, inner-city academies offering high quality education to those who need it most.

King Solomon and ARK Schools are now looking for an exceptional Associate Deputy Head to work alongside the outstanding Headteacher, Venessa Willms, and help drive the ongoing success of the primary school. They will also develop leadership skills that will be invaluable to the growing work of ARK Schools in the primary sector, and have the opportunity for career development.

The successful candidate will be expected to have the relevant experience for the post, the drive and enthusiasm to effectively lead and manage, and the flexibility to work around and during school hours. Central to King Solomon's and ARK Schools' values is establishing an academy of outstanding teachers who are committed, skilled and passionate about their work and have an absolute belief that all children *can* and *will* achieve. This is an exciting opportunity to play a leading role in the ongoing development of the primary school, and have the opportunity work within the wider network of ARK Schools.

To find out more please contact Alexia di Marco on 0203 116 0800 or go to www.kingsolomonacademy.org. To apply please send your application form to alexia.dimarco@arkonline.org by Friday 25th June.

I look forward to receiving your application,

Yours sincerely,

Venessa Willms, Primary Headteacher



About ARK Schools

ARK Schools is part of the children's charity ARK which runs a range of health, welfare and education projects in Southern Africa, Eastern Europe, India and the UK. It was created in 2004 to work with the DFE, local authorities and others to set up new schools and replace existing schools through the government's academies programme and has now attained Accredited Schools Status.

ARK Schools runs a network of eight academies in London, Birmingham and Portsmouth. ARK Schools has no religious affiliation and is committed to comprehensive education.

The ARK Schools Network

Including King Solomon, ARK Schools has a network of eight academies and one specialist learning centre already open:

- The first, **Burlington Danes Academy** in White City, opened in September 2006. This is a six- form entry, secondary Academy.
- **Walworth Academy** in Southwark opened in September 2007, taking over from the previous Walworth School. This is a six-form entry secondary academy with a sixth form due to open in 2010.
- **King Solomon Academy** in Westminster, a new two-form entry reception through to sixth form school, opened in September 2007 with its first reception classes. The secondary school opened to its first year 7 pupils in September 2009.
- **Globe Academy** in Southwark opened in September 2008. It offers nursery through to sixth form education, combining and replacing Geoffrey Chaucer Technology College and Joseph Lancaster Primary School near Elephant and Castle.
- **Ark Academy** in Wembley Park opened for reception students in September 2008. It will admit its first year 7 pupils in September 2010 when it opens fully as an all-through academy for 3 – 18 year olds in new state of the art accommodation.
- **Evelyn Grace Academy**, a new Academy in Brixton for 11 - 18 year olds, opened with its first Year 7 classes in temporary space in 2008, it will move to its permanent site in 2010.
- **St Alban's Academy** is a 4 form entry secondary academy in Birmingham which opened in September 2009, replacing St Alban's CE Specialist Engineering College.
- **Charter Academy** in Portsmouth opened in September 2009 replacing St Luke's School. The new school buildings which will include a sixth form building are due to open in 2014.
- The **ARK Plus** Programme for Year 7 pupils who need additional help in numeracy and literacy, opened in Elephant and Castle in November 2009.



ARK Schools' ethos

Academic achievement – no excuses

ARK Schools has high expectations for its pupils. We believe that every child can realise their potential given the right encouragement, teaching and support. We want every pupil at our academies to leave with the academic qualifications and skills they need to have a real choice at 18, whether that's to continue their education or to pursue a career. We do everything possible to ensure that every child achieves year level expectations, every year. We won't accept excuses and we won't make any either.

Culture – personal responsibility and mutual respect

Our academies aim to maintain a respectful and orderly environment so that pupils can focus on learning and teachers on teaching. ARK academies operate with a 'zero-tolerance' approach to poor behaviour and transparent and rigorous systems of rewards and sanctions. We believe that a successful education includes developing and nurturing the personal qualities of every pupil. ARK academies give students the opportunity to learn and experience different extra-curricular activities by running after school clubs. We also aim to work closely with parents and the community to enlist their involvement and make school facilities available to them.

Commitment

We expect all pupils, parents, teachers and support staff to sign a home-school agreement before school starts, so that everyone is committed to putting in the effort to ensure that each child succeeds. ARK Schools are committed to the development of our staff and offering training opportunities and a unique range of benefits to all staff. We support our academies' meritocratic approach, giving skilled and dedicated teachers early opportunities to lead schools within schools.

Small schools

Large schools can be intimidating. Several of the ARK academies are organised into a set of 'small schools', so that every pupil knows and is known by every teacher within their small school. The small school model is based on research that demonstrates the success of smaller schools in improving behaviour, attendance and academic achievement.

The core curriculum: depth before breadth

English and mathematics are the foundation for all other subjects and are critical to success at school and in life. Our academies aim to develop strong readers and communicators who love to use their skills and children who are confident working with numbers in everyday life. Our curriculum is designed and structured to ensure that all children master essential knowledge in these core subjects.

Our specialisms

All of our academies have specialist school status in mathematics. We believe it is vitally important to provide our pupils with the tools necessary to become numerically confident adults. All ARK schools specialise in maths and ARK invests a great deal in the resources needed to attract and train the best maths teachers. We will ensure that all our pupils become competent mathematicians, at ease with both its theoretical and practical uses.

Support programmes

ARK Schools also runs, develops and funds other programmes to help our schools succeed.

- We support schools with Extended School activities and local literacy and numeracy programmes.
- Our Future Leaders programme helps develop outstanding senior leaders for challenging urban schools.
- The Teaching Leaders programme helps develop middle leaders in urban secondary schools.
- ARK Plus is a pilot programme that will provide focused academic and behavioural support for year seven pupils in three of our south London academies.

Benefits of the ARK Schools Network

ARK Schools also provides the following benefits to staff in its academies:

Staff training; in addition to staff training from individual academies, staff will also benefit from a range of different training opportunities available from ARK leaders.

Network lead practitioners; these outstanding teachers provide professional support staff and school across the network. Interested teachers can apply for this two year additional responsibility with the support of their principal.

MA bursary; ARK offers teaching staff the opportunity to further their knowledge and understanding of education through a subsidised part-time MA in education at King's College London. The MA bursary covers the majority of the £3,600 course fee, with teachers expected to contribute just £500.

Scholarships; for staff wishing to undertake a qualification or training in a more specific area ARK has three scholarships each year worth £1,500.

International development opportunities: In spring 2010, 13 members of staff from ARK academies will visit Jamaica with the Department for Children, Schools and Families/British Council's Teachers' International Professional Development programme. ARK has also established a summer school exchange programme to China, specifically for primary teachers and is developing partnerships with two charter schools in New Orleans for teacher secondments.

Financial planning and assistance: There are also several benefits to help staff plan their finances. All ARK academies provide childcare vouchers, interest free annual season ticket or bicycle purchase loans (for which monthly repayments are deducted from the employee's salary before tax) through the 'Cycle to Work' scheme.

Discounted gym membership; all Ark Schools employees receive a minimum 20% discount at Fitness First clubs around the country.



JOB DESCRIPTION

ASSOCIATE DEPUTY HEAD

Reports to: Primary Headteacher
Start date: January 2011, or earlier if possible
Salary: Leadership scale (inner London); negotiable based on skills and experience

The Role

Alongside and under the direction of the Headteacher, the Associate Deputy Head will have specific/particular responsibility for; monitoring, assessment, reporting, curriculum and timetabling and handling governance. They will deputise in the absence of the Headteacher, and as the network of ARK Schools grows, they are likely to take on increasing responsibilities.

Key responsibilities

- Provide key support to the Headteacher for leadership and management of the primary school and its staff in order to achieve high standards of behaviour and attainment
- Leadership and management of assessment and reporting, teaching and learning, curriculum and timetabling
- Leadership and management of external relationships with community and other stakeholders.

Outcomes and activities

Leadership and Management

- Support to the Primary Headteacher in leading and managing the academy
- Facilitation of projects, programmes or systems as directed by the Primary Headteacher
- Implementation, management and coordination of academy wide systems and administration that ensure all information and communication is up-to-date, accurate and user friendly.

Assessment and Reporting

- Management of a robust tracking system for pupils
- Development, implementation and coordination of this data system that will enhance teachers' ability to use data and support assessment for learning
- Delivery of training to all staff in order to make the best use of available data
- Analysis and articulation of data for different purposes/audiences (for instance as required by the ARK monitoring reports, LGB etc)
- Work with other members of staff to enhance student use of tracking and target setting data
- Work with the ARK Academy assessment and data coordinator, and CMIS team to ensure best practice is followed
- Contributing to the overall success of student tracking/data amongst the ARK Academies network.

Monitoring and Reporting

- Provide information and analysis of self evaluation data and other data according to the requirements of the annual self review process (including relevant personnel, ARK Schools and Local Governing Body).

Curriculum and Timetabling

- Preparation for timetabling by assessing staffing requirements as a result of curriculum or pupil changes against current staffing
- Production of the timetable (through use of latest software packages) in an efficient and timely manner
- Preparation of annual curriculum analysis and communication of this to relevant stakeholders (including relevant personnel, ARK Schools and Local Governing Body).

Academy culture

- Maintain a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Maintain the school culture and ethos that is utterly committed to achievement
- Develop and maintain strong partnerships and ensure regular and productive communication with parents.

Teaching and Learning

- Teach engaging and effective lessons that motivate, inspire and improve pupil attainment
- Use regular assessments to monitor progress and set targets, and respond accordingly to the results of such monitoring
- Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.

Other

- Undertake the other main professional duties of a teacher as set out in the ARK Schools pay and conditions of service document, and as directed by the Primary Head teacher.

Person Specification

Qualification Criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

Experience

- Experience as an assistant or deputy head level (or equivalent)
- Experience of having led, or significantly contributed to the success of a school through its leadership, ethos, teaching and results
- Experience of having led on some (or ideally all) of the various areas of curriculum, timetabling, monitoring, data analysis and school improvement.

Behaviours

Teaching and learning

- Outstanding teaching and learning
- Effective and systematic behaviour management with clear boundaries, sanctions, rewards and praise.

Vision and strategy

- Vision aligned with the academies' high aspirations and high expectations of self and others
- Understands how to set high aspirations and effective strategies for a small school within the overall academy including delivery and prioritisation of small school leadership management that faces all aspects of curriculum, learning, administration, finance and communication
- Clear understanding of the strategies to establish consistently high standards of results and behaviour in an inner city school and commitment to relentlessly instilling these strategies.

Leadership

- Effective management style that encourages participation, innovation and confidence
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Ability to develop the leadership skills of others
- Strong interpersonal, written and oral communication skills
- Takes personal responsibility for their own actions
- Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction
- Strong organisational skills and ability to delegate
- Genuine passion and a belief in the potential of every student
- Use of data to inform and diagnose weaknesses that need addressing
- Commitment to the safeguarding and welfare of all pupils
- A desire to proceed to Headship.



Leading External Relationships

- Skilful management and political nous for maintaining effective working relationships with parents, governors and other stakeholders.

Other

- This post is subject to an enhanced Criminal Records Bureau disclosure, and from November 2010 the individual will be required to have ISA registration
- The post holder must be committed to safeguarding the welfare of children.



ARK Schools, Safe Recruitment Procedure

ARK Schools is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its' academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred. From November 2010 the post is also required to have ISA registration status.

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Candidates will be expected to bring identification to the final round interview and also sign a copy of the declaration on their application form at first interview
2. Candidates will be subject to an in-depth interview (of which there may be two such sessions; a screening at ARK Schools followed by academy specific interview and, where appropriate, lesson observation)
3. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academies with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.