



Anglo-Portuguese School of London

Principal Designate

Recruitment Pack

www.angloportugueseschool.org

info@angloportugueseschool.org

Part of Talent Education Trust. Registered office address:
12th Floor 6 New Street Square, London EC4A 3BF. Company number: 10036154.

Table of Contents

Welcome from the Lead Proposer.....	3
Key Information.....	4
Selection Arrangements	5
Our Vision	6
Job Description: Principal (Designate).....	7
Person Specification: Principal (Designate)	12
Recruitment and Selection Statement	15

Welcome from the Lead Proposer

Anglo-Portuguese School of London
Talent Education Trust
c/o 12th Floor 6 New Street Square
London EC4A 3BF

September 2019

Dear Applicant

Thank you for your interest in the post of Principal Designate at Anglo-Portuguese School of London (APSoL). I trust that the enclosed pack will be of interest to you and look forward to receiving your application. The Anglo-Portuguese School of London is unique among bilingual education institutions in London, as it is the first school in the UK to offer a truly bilingual education in both English and Portuguese. The school is the realisation of a vision that was originally set over five years ago.

The school has secured a spacious site in Wandsworth, which was formerly used by South Thames College as part of its Western Campus. We are currently working with the Department for Education to navigate the planning processes which will allow the school to open with two Reception classes in September 2020. Remodelling of the buildings continues ahead of full school opening in 2021.

Following the English National Curriculum, the school will guide pupils through a focused study of the Portuguese language. Through this language immersion, as well as through the study of subjects such as geography, history, and other core subjects, we seek to create historical and cultural awareness of the language and culture in a local and international context. We will establish rigorous standards for academic attainment alongside the development and enrichment of strong sociocultural values around bilingualism, that will set the students up for successful lives in the multicultural world in which we live.

Our ideal candidate will be an outstanding practitioner and leader. You will inspire excellence and have a track record of supporting students through their primary schooling, ideally as related to a bilingual education setting. You will have a role in campaigning for the school from its grassroots stages, through engagement with parents, carers, and students at pre-opening community events, as well as through supporting the Senior Leadership Team in developing the curriculum and ethos.

Should you have any questions or want to have a further informal discussion regarding the position or school, please do not hesitate to contact me via email at regina.duarte@angloportugueseschool.co.uk or by phone on 020 3417 0905. For now, I would like to thank you for expressing an interest in this post and in APSoL.

Yours sincerely

Dr Regina Duarte
Lead Proposer

www.angloportugueseschool.org

info@angloportugueseschool.org

Key Information

School	Anglo-Portuguese School of London
Telephone	020 3417 0905
Website	www.angloportugueseschool.org
School	2FE (60), growing organically to a capacity of 420 by 2027
Salary range	Up to L22 for an exceptional candidate
Closing Date	29 th October 2019
Shortlisting	31 st October to 2 nd November 2019
Interview Date	7 th – 8 th November 2019 TBC
Start date	Substantive start from April 2020

Selection Arrangements

The Process

Thank you for your interest in the post of **Principal Designate** for Anglo-Portuguese School of London. Applications for this post are to be submitted via email to recruitment@angloportugueseschool.co.uk on the form provided with this pack. When you apply, we will send you an acknowledgement within two days confirming that your application has been received.

If you are shortlisted, you will be contacted with further details prior to interview. If you are unsuccessful, we will also inform you in writing.

Closing date: 29th October 2019

Interview date(s): 7th – 8th November 2019

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

Referees

In order to comply with recruitment procedures, you are requested to provide referees in line with the following guidance. Existing teachers currently employed in any school or academy, are required to provide:

- One reference from their current Line Manager
- One reference from their previous employer if employed by them within the last five years, otherwise one from another suitable professional.

Our Vision

APSoL will be a bilingual school with an emphasis on gaining knowledge to support growth in English as well as Portuguese. Core subjects and arts classes will be taught in both languages, while history and geography will be taught in Portuguese. As students continue through Key Stages, the emphasis on both languages will become more balanced as they progress through the 4-11 school.

The demonstrable benefits of early life bilingualism have been shown to improve communication skills, develop innate sense of cultural identity, and expands the horizon for later-in-life work opportunities not open to monolingual speakers. Bilingualism has also been shown to improve cognitive brain function linked to critical thinking and problem solving. English and Portuguese are the first and fifth most widely spoken languages in the world, respectively.

The school seeks to bring pupils of different countries of origin, ethnicities, and linguistic backgrounds together under the goal of achieving the benefits of bilingualism in early childhood whilst offering its students a broader cultural, historical, and geographical understanding of the world. By supplementing the academic curriculum with enrichment opportunities that expand their sociocultural horizon.

Our vision and ethos are based around bilingual curriculum that will be broad and balanced throughout KS1 and 2, with access to the humanities and languages at all points. As a school whose intake is based on the Nodal Principles, we will be operating in an area alongside other high quality primary schools, offering parents a wide selection. We will be a strong and unique school competing on level terms.

APSoL will work to ensure that every student achieves their maximum potential in a safe, stimulating, inspiring and high achieving primary school. As they continue through to their secondary education, they will have the tools to continue their academic inquiries as capable and confident citizens of the world.

We believe that all students can make better than expected progress and attain high standards if they learn in a high quality bilingual environment with outstanding teaching and enrichment available in all subject areas. This is exactly what Anglo-Portuguese School of London will provide.

Job Description: Principal (Designate)

Accountable to: Board of Trustees

Salary: Up to L22 for an exceptional candidate

Main Purpose:

- As Principal Designate, assist the Trust with key tasks in pre-opening phase (see below)
- Devise, agree and implement a post-opening strategic plan that realises and sustains the Trustees' vision for the school
- Ensure that learning is at the heart of everything the school does
- Develop a culture that promotes inspired teaching and outstanding learning
- Develop school policies and practices that promote effective learning in a safe and secure environment
- Play a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in learning experiences and pupil outcomes
- Continuously monitor, evaluate and review every aspect of school life, in particular the quality of teaching, progress and attainment of pupils and subgroups of pupils together with their safeguarding and well-being
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies and targets agreed with the Trustees
- Be accountable to Trustees for the success of the school including via performance management
- Secure and develop positive community relations with children, parents and the wider community and foster the good name of the school
- Communicate compellingly a shared vision and ethos which inspires all members of the school community to excel and fosters good relations with and support from stakeholders

Strategic Leadership:

- Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling
- Provide professional and inspirational leadership to motivate, manage and develop staff, including appraising and managing performance
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including Trustees, the DfE, the RSC, the local community and Ofsted
- Lead by example, provide inspiration and motivation, and embody for the pupils, staff, Trustees and parents the reality of the school's vision

- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
- Ensure that the management, organisation and administration of the school support its vision and aims
- Provide information, objective advice and support to the Trustees to enable them to meet their statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money

Planning and setting expectations:

- Adopt, take forward and develop the vision and ethos of the school
- Set the tone of the school in keeping with its character as an all-ability free school
- Lead and manage strategic planning, which identifies priorities and sets targets to ensure pupils make progress and achieve high standards, and that staff work to their maximum potential
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement
- Think creatively to anticipate and solve problems and identify opportunities

Teaching and planning pupil learning:

- Ensure that children's learning is at the heart of every decision; learning and teaching is central to all we do
- Be actively involved in learning and teaching as a school leader and education professional
- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching
- Determine, organise and implement an appropriate curriculum, including as related to bilingual education, to meet the needs of the twenty first century child in the context of the character of the school
- Sustain high standards of achievement and promote positive behaviour through whole school behaviour management
- Operate and sustain monitoring and assessment procedures, as related to bilingual education, acting upon any identified areas for development and improvement
- Monitor and evaluate the quality of teaching and the standards of pupils' learning, as related to bilingual education, including those identified as being gifted and talented and those with special educational needs, so as to set and meet challenging targets for all pupils
- Ensure that improvements in literacy, numeracy and information and communication technology are priority targets for all pupils, including those identified as being gifted and talented and those with special educational needs
- Challenge underperformance in all areas and ensure action is taken to secure improvement

- Ensure that children are well informed about their targets and progress
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence
- Promote positive practices for inclusion and promoting fundamental British values
- Promote pupil voice as a means of gaining additional information relevant to school improvement

Assessment and evaluation:

- Monitor, evaluate and review policies, priorities and targets, including as related to bilingual education, and take action as necessary
- Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement

Pupil achievement:

- Make explicit to pupils, parents, teachers and the wider community, the school's high expectations for all pupils
- Ensure resourcing and staffing are dedicated to achieving the highest standards for all pupils in keeping with agreed development plan priorities
- Ensure that effective mentoring systems are in place to support achievement

Relations with parents/carers and the wider community:

- Account for the efficiency and effectiveness of the school to the Trustees and others including pupils, parents, staff, the LGB, the local community, Ofsted, ESFA and the DfE
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development
- Maintain liaison with all local schools and relevant agencies related to pupil welfare and achievement
- Present a coherent and accurate account of the school's performance to inform a range of audiences, including Trustees, the local community, the RSC and Ofsted
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment, and about their shared responsibilities
- Collaborate with other agencies when providing for the academic, moral, social, emotional, spiritual and cultural well-being of children and their families
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community

- Work effectively with the local authority to deliver excellent outcomes for children

Managing own performance and development:

- Participate in arrangements for performance management and take responsibility for own professional development
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Sustain own motivation and that of other staff
- Manage own workload and that of others to encourage an appropriate work / life balance in keeping with relevant Trust policy

Managing and developing staff and other adults:

- Directly line manage the Deputy Principal and other senior and middle leaders as required, while delegating the line management of other professionals to senior and middle leaders as appropriate
- Implement and sustain effective performance management systems
- Support and co-ordinate high quality professional development, including as related to bilingual education, to enable staff to fulfil their roles to the best of their abilities
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities
- Lead professional development of staff through example
- Treat people fairly, equitably and with dignity and respect

Managing resources:

- Work with Trustees and senior colleagues to recruit staff of the highest quality
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met
- Manage, monitor and review the range, quality, quantity and use of all resources, including as related to bilingual education, in order to improve pupils' achievements and secure value for money

Pre-opening Phase to September 2020:

- Work with Proposers to recruit school leaders, teachers and support staff

- Liaise with contractors and EFA, DfE and LocatED including in terms of site and buildings development, ICT and financial planning
- Participate in consultation and marketing activities involving prospective parents and carers, community members and all stakeholders
- Contribute to development of school documentation including policies, education planning, and financial planning
- Assist fully with preparation for, and participation in, free school processes for DfE Checkpoint meetings, Registration as an Independent School, the Pre-opening Ofsted visit and the Readiness to Open meeting

The above responsibilities should be regarded as in addition to and complementary to the National Standards of excellence for Headteachers (January 2015 and as revised) and the Teachers' Standards (July 2011 and as revised).

No job description can account fully for all tasks needing to be performed by a Principal, and as such the contents of this document should not be seen as exhaustive. The Principal will be required to carry out such duties as may reasonably be required by Trustees in the conscientious execution of their duties as Principal.

Person Specification: Principal (Designate)

Accountable to: Board of Trustees

Salary: Up to L22 for an exceptional candidate

Qualification Criteria

- Honours degree from a recognised university (Masters, post graduate or equivalent)
- Qualified teacher status
- NPQH
- Recognised qualification in bilingual teaching

Experience

- Experience of senior leadership in one or more relevant schools
- Successful experience of leading one or more Key Stages or equivalent
- Substantial, successful teaching experience with evidence of driving improvement in results
- Experience of teaching in a bilingual context

Professional, Developmental, and Experiential Learning

- Evidence of continuing professional development and experiential learning relating to school leadership and management, as well as curriculum, teaching and learning
- Ability to identify own learning needs and to support others in identifying their learning needs
- Experience of working with other schools, organisations and agencies
- Experience of leading and coordinating professional development opportunities

Strategic Leadership

- Experience and knowledge of strategic leadership in a bilingual context
- Experience of managing capital projects
- Ability to articulate and share Trustees' vision of primary education within the context of a Free School
- Evidence of having successfully translated vision into reality at a whole-school level
- Ability to inspire and motivate staff, pupils, parents and Trustees to achieve the aims of the school
- Evidence of successful strategies for implementing whole-school plans
- Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these
- Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils

- Understanding of and commitment to promoting safeguarding of pupils

Teaching and Learning

- Experience and Knowledge of teaching and learning in a bilingual context
- Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils
- Experience of e-learning including as a user of blended learning provision or scripting e-learning resources
- Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development
- A secure understanding of assessment strategies
- Experience of effective monitoring / evaluation of and intervention in teaching and learning
- Understanding of the key characteristics of an effective learning environment and the key elements of successful behaviour management

Leading and Managing Staff

- Experience of working in and leading staff teams
- Ability to delegate work and support colleagues in undertaking responsibilities
- Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues
- Understanding of effective budget planning and resource deployment
- Ability to lead effectively using the evidence base for advantages of bilingual education
- Experience of working with Trustees or governors to enable them to fulfil their responsibilities
- Successful involvement in staff recruitment, appointment/ induction, understanding the context of a Free School
- Understanding of how effective financial and resource management enables a school to achieve its educational priorities
- Experience of leading and managing staff in a bilingual context

Accountability

- Ability to communicate on school performance effectively, orally and in writing to a range of audiences
- Ability to provide clear information and advice to staff
- Secure understanding of effective performance management
- Leading sessions to inform parents
- Experience of offering challenge and support to improve performance

Skills, Qualities, Abilities

- Outstanding teaching skills
- Strong commitment to the vision and ethos of the school
- Commitment to their own personal development and that of pupils
- High expectations of pupils' learning and achievement, academic and non- academic
- Strong commitment to school improvement and raising achievement for all
- Ability to build and maintain good relationships
- Ability to remain positive and enthusiastic when working under pressure
- Ability to organise work, prioritise tasks, make decisions and manage time effectively
- Good communication skills
- Good interpersonal skills
- Stamina and resilience
- Flexibility
- Confidence
- Ability to manage public relations

References and related checks

- Positive recommendation in two professional references
- Enhanced DBS clearance dated within the last two years
- No adverse indicators from due diligence checks

Recruitment and Selection Statement

1. The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the school to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. This school recognises the value of, and seeks to achieve, a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, gender, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed
3. The school will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
4. The school will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the school.
5. The following pre-employment checks will be required:
 - receipt of at least two satisfactory references*
 - verification of the candidate's identity
 - a satisfactory Disclosure and Barring Service (DBS) disclosure
 - verification of the candidate's medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status (unless properly exempted)
 - the production of evidence of the right to work in the UK.

NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.

- In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The school will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.
6. The school will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.
 7. The school requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.
 8. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This School is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of the Trust's Safer Recruitment Policy is available from the Trust upon request.

Talent Education Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.