



# RECRUITMENT PACK

**HEADTEACHER**  
AT CORNELIUS VERMUYDEN

# WELCOME FROM THE CHIEF EXECUTIVE



Thank you for your interest in South East Academy Trust. I joined SEEAT on 1st September 2021 and I've worked in the education profession for 35 years. I'm still as enthusiastic as ever about working with young people. My career has been varied: I have been the CEO of two other Multi-Academy Trusts and a Headteacher in three schools prior to joining SEEAT. In 2021/22, I was also the Headteacher of one of our schools - Westcliff High School for Girls. The photo (selfie!) was taken on the last day of term in July 2022!

I have previously worked in a diverse range of schools, from high performing schools in Cumbria and Buckinghamshire to schools and Trusts serving areas of high deprivation in Sheffield, Luton and Bolton. You can find out more by going to my LinkedIn Page.

South East Essex Academy Trust is currently a family of eight local primary and secondary schools; since 2021, we have doubled in size. We have been supporting Cornelius Vermuyden School on Canvey Island since Easter 2024 and we are working with the DfE to bring the school into our trust by September 2025. Click here to read [Essex academy trust producing 'outstanding' and 'good' schools | Echo \(echo-news.co.uk\)](#) a recent newspaper article about us Essex academy trust producing 'outstanding' and 'good' schools and find out more at [www.seeat.org](http://www.seeat.org).

Diverse teams really are the best teams. We have a diverse pupil community across our schools and positively welcome and encourage applicants from minoritised groups. We know that candidates (especially women, research tells us) may be put off applying for a job unless they can tick every box. We will always take a holistic view of your application. So, if you are excited about working with us but aren't 100% sure if you meet all our criteria, give it a whirl - you might just be person we are looking for!

*Andrew Cooper*  
**SEEAT Chief Executive Officer**



# SEEAT AND THE ROLE

I think we have created something quite special at SEEAT. I hope we can convey that to you, and I hope you will want to be part of it.

The best way to understand us is to look at our ethos and you can find that on our website – it's probably the most important page on our website.

We are a local trust and locality is important to us. We always ask ourselves – what can best serve the children in our schools, and the adults who teach them and support them? For us that means proximity of schools to allow easier collaborative working – collaboration is at the heart of everything we do.

We saw a perfect example of this recently when secondary subject communities met at The Deanes and WHSG. 145 teachers from all 3 secondary schools gathered to discuss best practice, trust wide collaboration and key issues. Brilliant!

We believe in visible leadership – we know our schools and we know them well. That's part of our success. You can find our mission, vision and values on our website. The most important phrase is 'based on the things that matter to us' - we are not slaves to Ofsted or the latest fads in education. And we appreciate that what works effectively in one school does not necessarily transfer easily to another, so we are pragmatic in our approach. We are passionate about our pupils having enriching experiences that help them to develop as well-rounded individuals alongside their academic studies and as a family of schools, we love bringing our pupils together for events. For example, SEEAT Sings is an annual event that brings pupils from all our schools together to celebrate the joy of singing!

We have a successful school improvement model which focuses on the power of collaboration in meeting common needs. We are always thinking about how we can harness the expertise and experience across the Trust to find a treatment or broker support from an external source that we can all benefit from.

Here's a recent example. Teachers in the Geography community identified the need to develop our fieldwork offer in Geography – they met, discussed, shared some ideas and have now asked to have an external expert from the Geography Association to present further ideas at our upcoming Geography Conference. Treatments devised by the community, for the community.

You can find more details about our Education Offer, including The SEEAT Institute, on our website.

We provide high quality, responsive and expert support to our schools through central support services in HR, Finance, IT, Estates and a legal retainer with Hill Dickinson Education & Employment Partners that covers admissions and appeals, complex investigations and complaints and general legal matters. So as a Headteacher, if you're dealing with tricky parental complaints or exclusions or other complex issues, there's always support there, and our Headteachers really appreciate this. Support is always in line with our ethos – we're visible, we're collaborative and we work with our schools with their local culture in mind.

We have a strong People function led by Jade Blackburn. When I appointed Jade she said that 'you don't know you need HR until you've had good HR' and I know our schools would agree with that now! Our staff are the most powerful tool for ensuring our young people get the greatest experience possible at school. Happy, healthy staff produce their best work and it's important that we look after them. Our People Strategy and wellbeing charter underpins this commitment. The reality is many academy trusts do not have People Strategies, and their HR function is often reactive. We think we are ahead of the curve on this.

Communication is key. All staff and governors receive weekly emails from me where both important messages and informal celebrations of school and staff are shared. I don't just contact staff when I need to tell them something important. Our Edurio staff survey results in 2024 showed communication to be a strength within the Trust (91% satisfaction rate).



# SEEAT AND THE ROLE CONTINUED

Since 2021, SEEAT has doubled in size. We have demonstrated impact in every school we've taken on as well as our existing schools. Our capacity and strength doesn't just come from the central team. It comes from having a strong team of Headteachers and skilled, experienced staff in our schools.

We are a very open and transparent organisation, so let's be honest. Cornelius Vermuyden was inspected in Autumn 2023 and was placed in Special Measures. When I first read the report, I thought it was heartbreaking. We have been supporting the school since April 2024.

We had an encouraging Monitoring Inspection in July 2024, and another one in December - we hope to be able to share this with you if you are invited for interview. We have done a lot of the 'stabilise and repair' work that the school needed. Increasingly the focus is shifting to 'improve and sustain' and we will need your skills and experience to help lead this.

So, this role is not for the faint hearted but think about the difference you can make!

Applications for this role will close at 8am on **Monday 20th January 2025** with interviews expected to take place on **Tuesday 28th and Wednesday 29th January 2025**.

## WELCOME FROM THE EXECUTIVE HEADTEACHER



Welcome to Cornelius Vermuyden School, where we are committed to preparing young people for the future by instilling our core values and fostering a sense of pride among students, parents, and staff - We are CORNELIUS.

Following our recent partnership with the South Essex Education Trust (SEEAT), our school has embarked on a transformative journey aimed at enhancing the educational environment for every student.

SEEAT is dedicated to fostering academic excellence and innovative practices at Cornelius Vermuyden.

**Under our new leadership, we have rapidly improved various aspects of our school to ensure a nurturing and effective learning environment.**

Our improvement journey includes a revamped curriculum with enhanced teacher training, a new behaviour policy consistently applied across the school, and innovative approaches to in-class support for students with SEND.

At SEEAT, we believe in maintaining the unique identity and local character of each school we partner with. Effective collaboration is at the heart of everything we do, ensuring our children receive the best possible education. Our schools are continuously improving, and all are rated good or outstanding by Ofsted.

I look forward to receiving your application.

*Desi McKeown*

# VISION AND ETHOS

## INTRODUCTION:

At Cornelius Vermuyden School, our vision is not just a statement—it is the foundation upon which we build our community, shape our teaching, and guide our students. We believe that a successful school is one where everyone—staff and students alike—works together as a cohesive team, driven by shared values and a common purpose. Our vision, encapsulated by “We are CorneliUS”, defines who we are and who we strive to be.








These attributes are more than just words; they represent the core of our educational philosophy and the guiding principles that will shape the future of our school. As a member of staff, you play a crucial role in bringing this vision to life. Your actions, attitudes, and interactions with students are key to embedding these values in the school culture. It is through your commitment to these principles that we can create a thriving environment where every student is given the opportunity to succeed, and every staff member feels valued and empowered.



**C**reative  
**O**penminded  
**R**esponsible  
**N**urturing  
**E**mpowered  
**L**earners  
**I**nclusive  
**US**

**WE ARE CORNELIUS**



	Staff will:	Students will:	We would like parents to:
<b>Creative</b> 	Implement varied teaching strategies, develop engaging lessons, foster an environment that encourages original ideas and work together on school improvement strategies.	Develop new approaches to tasks and challenges, express themselves in various ways, examine issues from multiple perspectives, and appreciate innovation and excellence in all forms.	Encourage their child to express themselves and approach challenges with confidence.
<b>Openminded</b> 	Avoid preconceptions about students' abilities, listen to students and build positive relationships, engage in professional discussion within and outside the school to develop their teaching.	Give new things a go, respect others' views while critically evaluating their own beliefs, and be willing to change their minds when presented with new information.	Approach school initiatives with a supportive and open mindset, encourage their child to respect diverse viewpoints, and be receptive to feedback.
<b>Responsible</b> 	Maintain the highest professional standards, provide timely and constructive feedback, and actively contribute to school improvement.	Take ownership of their learning and actions, attend regularly, turn up on time and be prepared for learning, follow school rules, and contribute positively to the school community.	Ensure their child meet school expectations, maintain respectful communication with staff, support school policies, and communicate with the school.
<b>Nurturing</b> 	Create supportive learning environments, have students' best interests at the core of our practice, and foster professional growth among colleagues.	Look out for each other, support all members of our school community, and treat others with kindness.	Encourage their child's learning and emotional growth, stay connected with the school, and create a supportive home environment.
<b>Empowered</b> 	Exercise professional autonomy, introduce innovative teaching methods, and contribute to school policy development.	Take initiative in their learning, assume leadership roles, show courage in their choices and feel confident their voice matters.	Play an active role in their child's education, actively engage in the school community to help with school improvement initiatives.
<b>Learners</b> 	Engage in continuous professional development, model lifelong learning, and implement evidence-based adaptive teaching practices.	Develop critical thinking skills, seek knowledge beyond the curriculum, and view challenges as opportunities for growth.	Support learning at home, keep up with what their child is studying, and find ways to help their child's education outside school.
<b>Inclusive</b> 	Implement adaptive teaching practices to ensure every student makes progress, ensure equitable participation in school activities, and represent diverse perspectives in the curriculum.	Make sure everyone feels part of the school, challenge discriminatory behaviour, and celebrate differences.	Support the school's efforts to be inclusive and encourage their child to value diversity.

# JOB DESCRIPTION

<b>Hours:</b>	Full Time (School Teachers' Pay and Conditions)
<b>Grade:</b>	Salary range of L24-L30
<b>Responsible to:</b>	Executive Headteacher
<b>Responsible for:</b>	SLT and school staff
<b>Liaison with:</b>	SEEAT Executive Team, Headteachers, visitors, external agencies, and other schools.
<b>Location:</b>	Designation school, travel across all SEEAT schools may be required

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## THE ROLE

The role of the Headteacher is to lead the day-to-day operations of the school supporting the Executive Headteacher. The job description is aligned to the Headteachers' Standards (2020).

## KEY RESPONSIBILITIES

### 1. School culture

Working with the Executive Headteacher, the Headteacher will:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### 2. Teaching

Working with the Executive Headteacher, the Headteacher will:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### 3. Curriculum and assessment

Working with the Executive Headteacher, the Headteacher will:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

#### 4. Behaviour

Working with the Executive Headteacher, the Headteacher will:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

#### 5. Additional and special educational needs and disabilities

Working with the Executive Headteacher, the Headteacher will:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties regarding the SEND code of practice

#### 6. Professional development

Working with the Executive Headteacher, the Headteacher will:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

#### 7. Organisational management

Working with the Executive Headteacher, the Headteacher will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

#### 8. Continuous school improvement

Working with the Executive Headteacher, the Headteacher will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

#### 9. Working in partnership

Working with the Executive Headteacher, the Headteacher will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community



- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## 10. Governance and accountability

Working with the Executive Headteacher, the Headteacher will:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

## 11. General

Working with the Executive Headteacher, the Headteacher will:

- Promote a culture of unity and collaboration among the schools in the trust, paying particular attention to the SEEAT mission, vision, values and ethos
- Encourage active participation in the work of The SEEAT Institute
- Seek regular feedback from staff (including annual Edurio survey), pupils and parents, and act upon it
- Demonstrate consistently high standards of ethics and behaviour, as outlined in the Headteachers' Standards (2020)
- To be aware of, and comply with, all Trust and school policies and procedures, particularly those relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person

The above responsibilities are not exhaustive, and the post-holder may be required to undertake tasks, roles, and responsibilities as may be reasonably assigned to them by the Chief Executive Officer or Trust Board.



# Workload

## Ethos

**Being flexible:** Where possible we aim to meet the needs of family life, ensuring emotional and family well-being is supported. Every effort is made to allow staff to attend family events / children's performances, etc. Part time requests will always be considered. We have a very good track record of being able to accommodate part time requests.

**Working with Unions:** The Executive Headteacher and Headteacher encourage staff to join unions and will meet regularly with Union representatives within the school to ensure that all is well across the school.

**Resisting fads:** The Senior Leadership Team seeks to keep things simple and focused. Everything should come back to our Improvement Plan and our vision.

**Email embargos:** No emails are sent from 18:00 any evening and from Friday 18:00 until 07:00 Monday morning and no emails are to be sent during the holidays. The only exception are serious safeguarding matters.

## Continued Professional Development

**Evidence based CPD Programme:** Our CPD programme has been formed with the goal of helping teachers to take ownership of their professional learning through deliberate practice. Our whole school CPD programme is focused on staff working together to deliver a small number of shared Improvement Priorities, recognising that time is needed to develop mastery.

**Departmental CPD:** Our CPD programme includes regular sessions dedicated to subject specific CPD and curriculum development. These sessions are planned by Head of Department and facilitate the sharing of best practice, the enhancement of teachers' subject knowledge and a shared understanding of how generic pedagogical approaches can be contextualised to respond to specific learning issues in their subject areas. Departmental membership to subject associations is funded centrally.

**Collaborative Planning:** Fortnightly Collaborative Planning sessions have been introduced to support teachers with their lesson planning through a focused discussion on the planned curriculum. Subject teachers work together to share expertise, co-create resources and refine planned activities.

**Personalised CPD:** Every member of staff has access to opportunities tailored to their CPD needs, supporting them in their current role and to achieve their professional aspirations. In consultation with their Line Manager, all members of staff are able to access relevant and individual CPD.

**Culture of Continuous Improvement:** We operate an 'Open Door' culture at Cornelius Vermuyden; all members of staff are welcome to visit lessons and learn from each other's practice. Heads of Department conduct Learning Walks and Book Looks in order to identify effective practice and provide subject specific feedback. Similarly, whole school monitoring provides feedback to teachers and departments and informs the CPD programme, sharing best practice and identifying common areas for development. We have prioritised regular feedback over one-off, 'high stakes' lesson observations.

# Charter

## Rational Use of Time

**A rational approach to summative assessment:** Frequent summative assessment reduces the time available for learning (curriculum and formative assessment). We have two 'assessment windows' per year in Key Stage 3 and three across Key Stage 4; Heads of Department determine the most appropriate form of assessment and timing within this window. Time is allocated for moderation of assessment.

**A rational approach to mocks:** There is a real danger of 'weighing the pig' with endless mock examinations. We have one full set of mocks in Year 11 and one adjusted set of mocks in Year 10. This reduces pressure on students, reduces the volume of marking that staff have to do and increases invaluable curriculum time in the classroom. Time is allocated for moderation of mocks.

**A rational approach to reporting:** Our assessment and reporting schedules are aligned; teacher assessment informs reporting. Reporting deadlines are distributed at sensible points in the academic year; 'Progress Reports' are produced in the Autumn and early Spring term, 'Full Reports' are produced towards the end of the academic year. Reporting has been streamlined with written comments only required for annual Full Reports.

**Rational approach to data:** We have two data drops per year in Key Stage 3 and five data drops across Key Stage 4. This data is used by Senior and Middle Leaders to review and update Improvement Planning rather than to produce lengthy analysis documents.

**A rational approach to feedback and marking:** We believe in the reciprocal nature of feedback, recognising that teachers reshape and adapt their teaching in response to the needs of their students. We recognise the importance of frequent verbal feedback and recommend the adoption of practices that increase student engagement with feedback and reduce teacher workload. Staff are expected to monitor and check student books regularly, identifying issues to be addressed by the teacher and acted upon by students. 'Detailed' marking in the form of a WWW/EBI comment is required once per half term.

**A rational approach to homework:** Suggested homework activities will be embedded within Schemes of Work, reducing planning time for teachers. We encourage the setting of activities which limit the amount of work to be directly 'handed in' to the teacher. Teachers should consider appropriate alternatives to handwritten feedback.

**Avoiding roll-over:** The school does not roll its timetable over during the second half of the Summer Term. Instead this time is used to work on core priorities and to provide staff with vital training.

**Centralised detentions:** Detentions set because a student has had a lesson removal are centralised. All administration for lesson removal detentions is dealt with centrally by our Behaviour For Learning Coordinator. Staff should attend these detentions to participate in restorative conversations.

**Additional non-contact time:** The maximum number of lessons for a mainscale teacher will be 44. This is one additional non-contact session above the statutory 10% PPA.

**Support for monitoring:** Heads of Department and Mentors can request cover (via their Line Manager) to facilitate lesson visits.



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**O**penminded

**R**esponsible

**N**urturing

**E**mpowered

**L**earners

**I**nclusive

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