



Mossbourne  
Federation

# Recruitment Pack

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Principal

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# About the Mossbourne Federation

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The Mossbourne Federation includes primary and secondary academies and a Sixth Form. Founded in Hackney in 2004, Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education.

The Mossbourne ethos is based on a formula of the highest of expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from innovative and enlightened approaches to teaching and learning. Our calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation London Hub consists of four academies: Mossbourne Community Academy (11-18 years), Mossbourne Victoria Park Academy (11-16 years), Mossbourne Parkside Academy (3-11 years), and Mossbourne Riverside Academy (4-11 years).

We are entering a phase of planned expansion to incorporate three additional schools in Thurrock: Gable Hall School (11-18 years), Hassenbrook Academy (11-16 years) and a further primary school in Corringham.

The merger is to take place in autumn 2024. We are seeking an inspirational, Principal to join Mossbourne in September 2024, to lead Gable Hall School on a rapid school improvement journey. As part of our senior leadership team, you will draw on expertise and support from our tried and tested school improvement approaches, and bring your own ideas, energy and determination.

If you are committed to innovative education, personal excellence and are ready for a new challenge, we welcome your application.

# A Message from the CEO

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Dear Candidate,

Thank you for your interest in Mossbourne Federation, we are delighted to have the opportunity to tell you more about our Federation and this important leadership role.

Based in the Hackney area of East London, we serve a diverse Central London community. We epitomise the phrase, “nothing is impossible” and are immensely proud of all that we have achieved to make individual success possible for our students. We have built, and sustained, secondary academies rated consistently ‘Outstanding’ by Ofsted.

Our academies are stimulating and highly aspirational places to work and study, and are staffed by ambitious professionals focussed on achieving the best outcomes for our students. We have always made it clear that while academic outcomes are important, so too are the traits and attitudes that Mossbourne students take with them into the world.

With the full engagement and support of our Charitable Sponsors and Board of Trustees, my colleagues and I have tailored our curriculum, our approaches to teaching and learning, and every aspect of our students’ enrichment experience to support our mission and reflect our values and ethos. This alignment, along with the resilience, engagement and commitment of the entire teaching and support staff, has resulted in excellent progress over the past twenty years. Our staff work hard, welcome the rich professional development we provide and embrace the opportunities we create for them to discuss and improve what we do.

Mossbourne is now embarking on the next exciting phase of our future, as we expand to take on three additional academies from October 2024, in Thurrock, Essex. Our new secondary Principal will lead one of these secondary academies – Gable Hall School - and will build and work alongside a staff of committed professionals to ensure that Mossbourne students in a new locality will also benefit from a remarkable education.

We are looking for a confident leader, who will inspire a team of staff at all levels. A leader who will never accept less than the very best. A leader who shares our vision of what the academy should be, its place in the community, and who will not rest until that goal is achieved. I hope that that you will be motivated to join us in leading one of Mossbourne’s new academies on a transformation journey.

I look forward to receiving your application – and good luck!

Yours sincerely,

**Peter Hughes**  
**CEO, Mossbourne Federation**





# The Mossbourne Mindset

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The Mossbourne ethos is founded on a belief in simple, traditional values combined with an innovative approach to learning. Our staff strive towards a common goal: being the best we can be, ensuring every student, every teacher and every member of staff fulfils their potential. This is based on a philosophy of continuous improvement, always learning, always looking for a better way to do things. We are a supportive family that shares experiences, knowledge, and ideas in an environment that welcomes input and challenge.

Courtesy, hard work and excellence are our guiding principles. These are embedded alongside the Federation values of:

**Excellence:**

We do everything to the best of our ability, always.

**No Excuses:**

We believe that anything is possible, we just have to know how.


**Unity:**

We work together towards our goals, with integrity.

We are always looking forward but are proud of our history. Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. All learners, regardless of ability, benefit from innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. We are excited to now embark on expansion into Thurrock, and look forward to embedding the Mossbourne mindset to have a lasting impact on students, staff and the community.

Working for a Mossbourne Federation academy means being part of a community of exceptional practitioners. Colleagues are warm, welcoming, and supportive of each other. As one of the country's leading federations, of course expectations of staff are high. In return, we engage with, and support our workforce, with great benefits and by creating an inspirational working environment which nurtures the development of personal and professional excellence. If you don't believe good is good enough, you might just have the Mossbourne mindset.

The Mossbourne mindset



Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.



# The Local Area

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## Hackney

Mossbourne Community Academy and Mossbourne Victoria Park Academy are both based in one of the capital's fastest-growing and most diverse areas within the metropolitan borough of Hackney. Hackney attracts people from all over the world with its creativity and vibrant urban life. It's the kaleidoscopic mix of innovative business and alternative entertainment that makes Hackney so appealing. The Hackney academies are easy to get to from all parts of London, located a short walk from Hackney Downs and Hackney Central stations.

As a member of staff, you will receive local benefits and discounts to make the most out of working in our locations. You'll find more about our enhanced benefits later in this pack.

## Thurrock

Gable Hall School and Hassenbrook Academy are both based in Thurrock, Essex. Thurrock provides the best of both worlds, being an easy journey from Central London and surrounded by acres of parks, countryside and heritage sites. It's a diverse and growing area with significant investment bringing new opportunities. Three large malls in the area provide ample space for shopping and leisure, and two large nature reserves offer a retreat from city life.





# Mossbourne Federation Secondary Academies

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Mossbourne Community Academy (MCA) and Mossbourne Victoria Park Academy (MVPA) have not only changed the face of education in Hackney but have also raised the bar in educational expectations to the highest level. They are recognised nationally for setting a new benchmark for non-selective comprehensive education. All students, regardless of background or ability, strive to achieve their true potential and the behaviour of our students is exemplary. With exceptional GCSE and A Level results year on year, we are tremendously proud of our two 'Outstanding' secondary academies.

Gable Hall School and Hassenbrook Academy are due to join the Mossbourne Federation in the autumn term of 2024/25. Both are based in Thurrock, an area that bucks the national trend for falling student numbers, where the schools can look forward to secure enrolment numbers and funding. Both schools have built strong community spirit in their respective localities, have ambitions for future school improvement and benefit from wonderful outdoor spaces which offer excellent opportunities for expanding their student enrichment programmes.

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The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian, and other minority ethnic descent. Injustice, discrimination, and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our

working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

If you want to be part of  
the team that is improving  
the future of our students,  
read on.

# Principal

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**Salary:** Competitive

**Full time equivalent:** Full-time (Term time only)

**Responsible to:** Executive Principal, Secondary

**Responsible for:** Ensuring that all members of Gable Hall School have the opportunity to develop as high achieving, confident, healthy, caring and fulfilled members of society. This will be achieved through:

- The development of positive relationships to prepare students for learning and life
- Excellent teaching and learning
- An inspiring and meaningful curriculum
- The development of effective partnerships for the benefit of all in the community.

**Location:** Thurrock

The Principal is the leader of the academy, working closely with the CEO, Executive Principal, Senior Leadership Team and Trustees, to ensure that the academy pursues its vision and meets its educational and development aims. They will have overall responsibility for all the policies, decision-making processes and strategic planning involved in the running of the academy.

The Principal will lead staff in realising the ethos of the Mossbourne Mindset, recognising the legacy of Gable Hall School and its strengths but also addressing challenges head on, driving improved standards in teaching, learning and achievement. They will have high ambitions for teaching and learning to support all students to reach their potential and will establish and maintain a culture that promotes excellence, equality and high expectations of all students.

The Principal will provide vision, leadership and direction for the academy and ensure that resources are managed and organised to meet the academy's aims and targets.

The Principal will be an adept relationship builder, working with and through others to secure the commitment of the wider community to the academy by developing and maintaining effective partnerships. They will draw on a range of influencing strategies to ensure the best win-win outcomes for Gable Hall and its partners.

## Gable Hall School

Gable Hall School is an 8FE secondary school with a Sixth Form located in Corringham in the borough of Thurrock to the east of London. Gable Hall School has faced some challenges, and there is much aspiration to improve. Our goal is to be securely 'Good' when next inspected by Ofsted.

The successful candidate will work in partnership with the colleagues from two other academies that are joining the Mossbourne Federation in Thurrock and with the Mossbourne team in Hackney, to provide the best possible opportunities for all our young people. They must have a proven track record in achieving the highest standards of provision for all students; they must have the needs of all children at the heart of their vision; must be thoroughly committed to community engagement; must be professionally generous and be prepared to focus relentlessly on relationships, teaching, learning, the curriculum and on bringing students, staff and community along with them as they embed the Mossbourne ethos and approaches.

## Role Purpose

The Principal provides strategic and operational leadership for Gable Hall School, contributing to the development of the Mossbourne Federation. The Principal will establish high quality education [both during and beyond the formal school day] by setting high ambitions for teaching and learning to support all students to reach their potential.

The Principal will be accountable for the day-to-day performance of teaching and learning and will build and sustain a culture of ambition, self-evaluation and continuous improvement. The Principal, working with and through others, will secure the commitment of the wider community to the academy by developing and maintaining effective partnerships with, for example, other Mossbourne academies, other Thurrock schools, the Local Authority services, other agencies for children, higher education institutions and employers. Through such partnerships and other activities, the Principal will play a key role in contributing to the development of the Mossbourne Federation and to raised standards of achievement.



# Key Areas of Responsibility

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## 1. Shaping the Future

- Ensure the vision and values agreed by the governing body are clearly articulated, shared and acted upon by staff and students, and are understood by parents and the wider community
- Create an organisational structure which reflects the academy's values, and enables the management systems, structures and processes to work effectively
- Work closely with the senior staff to ensure a coherent, whole academy approach to all aspects of academy life
- Produce, in collaboration with governors and staff, clear evidence-based improvement plans and policies for the development of the academy
- Build on the academy's approach to equal opportunities by ensuring all students achieve well and that particular attention is paid to supporting underachieving individuals and groups
- Champion the Federations active commitment to equal opportunities and the needs of all its students
- Plan creatively and systematically to embed The Mossbourne Federation brand
- Report and advise the governing body on the formulation of policies, their implementation and evaluation

## 2. Leading Teaching & Learning

- Develop high-quality teaching and learning across the academy
- Monitor, review and evaluate classroom practice intensively to promote improvement, taking swift action where teaching that falls below Mossbourne's very high standards, is identified
- Embed a culture of challenge and support so that barriers to learning are broken down, giving personal support to individuals to eradicate underachievement and ensure progress
- Ensure a consistent and continuous focus on each student's achievement, embedding Mossbourne's effective assessment and recording systems which track and communicate progress and ensuring effective action is taken to remedy problems
- Articulate high expectations and set challenging targets for success year-on-year, to develop all students academically and socially
- Implement strategies, routines and procedures to secure high standards of behaviour and attendance.
- Determine and organise a balanced and flexible curriculum appropriate for all students
- Engage actively with other schools within and outside Mossbourne, including feeder schools, to strengthen learning and achievement

### 3. Working with Others

- Work to the strengths of the current Senior Leadership Team, investing in their development and building a team that will drive success for the academy
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- Embed a demonstrable understanding of the needs of children from diverse backgrounds
- Maintain good working relationships among members of the school community
- Ensure good pastoral care operates as an essential support for behaviour and learning
- Promote and implement strategies and procedures that secure good order, discipline and high morale
- Build on the strong learning culture within Mossbourne to ensure that professional development is prioritised to achieve the vision and goals of the academy
- Ensure that new staff are recruited appropriately, inducted effectively into Mossbourne's culture and that all staff are supported to grow and develop their careers within the academy and Federation
- Ensure effective planning, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Set high personal standards which include regular self-reviews of practice and an active commitment to personal development
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Work closely with governors, both formally and informally, to enable the governing body to meet its responsibilities and to ensure the continuing success of the academy

### 4. Managing Resources

- Be accountable for the management and use of the academy's resources, ensuring regularity and propriety at all times
- Reporting regularly to the governing body, ensure the range, quality and use of all available resources, including staff, are monitored, evaluated and reviewed to achieve both maximum benefit for students and value for money
- Maximise the academy's resources by seeking additional funds from a range of sources
- Manage budgets in accordance with delegations from The Mossbourne Federation, ensuring effective financial control at all levels
- Ensure effective administration and audit control
- Use and integrate a range of technologies effectively and efficiently to manage the academy
- Ensure the academy site provides a safe environment which promotes well-being and high achievement
- Advise the governing body on premises requirements, involving governors as appropriate
- Be accountable for the academy's health and safety arrangements

## 5. Strengthening Community

- Build a Mossbourne culture and curriculum which takes account of the diverse needs of the academy's communities
- Present a coherent and accurate account of the academy's performance, successes and goals to a range of audiences, including the media
- Continue to ensure that students have access to a wide a range of people and experiences including embedding Mossbourne's extensive enrichment activities, community-based learning and co-curricular activities
- Maintain an effective partnership with parents to support and improve each student's achievement and development
- Encourage and develop good relations between the academy and the local families it serves
- Promote strong links with the local community: in particular, education, business and the voluntary sectors
- Secure good links with other key partners interested in supporting Mossbourne's development
- Contribute to the education system by sharing effective practice and working in effective partnership with other academies and schools
- Co-operate and work with relevant agencies to protect and safeguard children

## 6. Develop the Ethos and Vision

- Act as an effective ambassador and spokesperson for Mossbourne in the local community and in the local media
- Communicate effectively to ensure that all parts of the Mossbourne community (including parents) are kept informed about, consulted on, and have an understanding of academy's aims, its policies, procedures and future direction
- Develop strong relationships and collaborative ways of working with all stakeholders, including community leaders, the local authority, the DfE and EFA, and local and national educational partners
- Seek out partnerships and work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including family members) to access knowledge, skills and learning opportunities
- Create a culture where all members of the academy's community respect and support others and their physical surroundings
- Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence and social responsibility are encouraged
- Epitomise the academy's vision and values and at all times adhere to the staff code of conduct
- Undertake other leadership responsibilities or duties commensurate with the post, as directed by the Executive Principal or CEO



## 7. Safeguarding Children & Safer Recruitment

Gable Hall School is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act and expects all staff and volunteers to share this commitment.

The Principal should ensure that:

- The policies and procedures adopted by the Governing Body, with regard to Safeguarding and Health & Safety, are fully implemented and followed by all staff.
- The designated person is able to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

# Person Specification

The person Specification is an important part of the application process and will be used to shortlist and accept candidates to Gable Hall School. You will need to demonstrate in your supporting statement/application form how you meet the following criteria.

	Criteria	Essential/ Desirable		Assessed by: Application / Interview Process	
		E	D	A	I
<b>A</b>	<b>Qualifications</b>				
<b>1</b>	A first degree or equivalent	X		X	
<b>2</b>	Qualified Teacher Status (QTS)	X		X	
<b>3</b>	NPQH and Higher Education qualification other than initial teacher training		X	X	
<b>4</b>	Evidence of recent and relevant training and development at headship level and/or in preparation for headship / and or recent Inspection experience	X		X	
<b>B</b>	<b>Professional experience and knowledge</b>				
<b>5</b>	Substantial experience of teaching at KS3, KS4 & KS5	X		X	X
<b>6</b>	Successful strategic experience of leading and managing at Principal/Vice Principal level in a secondary school	X		X	X
<b>7</b>	In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a school/academy	X		X	X
<b>8</b>	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	X		X	X
<b>9</b>	Successful experience of raising standards for all with measurable outcomes as a result of one's contribution in a school in the pursuit of excellence	X		X	X
<b>10</b>	Experience of working within a Multi Academy Trust		X		

	Criteria	Essential/ Desirable		Assessed by: Application / Interview Process	
		E	D	A	I
<b>C</b>	<b>Personal aptitudes, qualities and skills</b>				
<b>11</b>	To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward	X			X
<b>12</b>	To be articulate and approachable with excellent interpersonal skills both verbally and in writing	X		X	X
<b>13</b>	To have proven sound decision-making skills combined with the ability to lead, influence, manage change and be mindful of academy improvement plans	X		X	X
<b>14</b>	To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict and issues imaginatively including value for money issues	X			X
<b>15</b>	To be proactive, innovative and versatile with a level of drive, energy and enthusiasm, resilience, reliability, integrity, humility and a sense of humour	X			X
<b>16</b>	To be able to relate empathetically to parent/carers, staff, students governors/trustees and the wider community	X			X
<b>17</b>	To be able to prioritise, plan, organise effectively and be disciplined record keeper	X			X
<b>D</b>	<b>Leading learning and teaching</b>				
<b>18</b>	An outstanding classroom teacher practitioner with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and learning and maintain and stretch high standards	X		X	X
<b>19</b>	Successful experience of positive behaviour management and development a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	X		X	X
<b>20</b>	Successful recent experience of curriculum innovation along with an understanding of the issues associated with choice and flexibility to meet the personalised learning agenda	X		X	X
<b>21</b>	Proven experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of all students	X		X	X



	Criteria	Essential/ Desirable		Assessed by: Application / Interview Process	
		E	D	A	I
<b>E</b>	<b>Improving the life chances of children and young people</b>				
<b>22</b>	Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive		X	X	X
<b>23</b>	A commitment to a student-centred approach, within an equitable and inclusive school in which the academic and personal welfare of each student is paramount		X	X	X
<b>F</b>	<b>Shaping the future</b>				
<b>24</b>	Experience of and commitment to working with a MAT or Federation leadership team to develop and implement a school vision, which embraces excellence, high standards and inclusion	X	X	X	X
<b>25</b>	Proven record of providing vision, a sense of purpose and high aspirations for a school with a determined focus on raising student achievement	X		X	X
<b>G</b>	<b>Developing self and working with others</b>				
<b>26</b>	To be high profile role model with a professional approach that demands excellence, confidence, trust and respect of the entire school and wider community	X			X
<b>27</b>	To have substantial experience of building on staff good practice and expertise so that they have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people	X		X	X
<b>28</b>	To demonstrate the importance of a work life balance	X		X	X
<b>H</b>	<b>Leading and managing the organisation</b>				
<b>29</b>	Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution	X		X	X
<b>30</b>	Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money	X		X	X
<b>31</b>	Evidence of the skills to harness the potential of technology for the benefit of the school around the delivery of the curriculum and school support systems	X		X	X

	Criteria	Essential/ Desirable		Assessed by: Application / Interview Process	
		E	D	A	I
32	A demonstrable understanding of the processes of safeguarding and safer recruitment	X		X	X
33	Committed to sustain a safe, secure and healthy school environment	X		X	X
<b>I</b>	<b>Securing accountability</b>				
34	Proven successful experience of school self-evaluation and accountability and the school improvement process	X		X	X
<b>J</b>	<b>Strengthening accountability</b>				
35	Successful experience of securing and raising standards in an inclusive school and working with external agencies locally and nationally	X		X	X
36	A commitment and vision to collaboration within the Federation and with neighbouring schools in support of the development of the wider school community, and systemic improvement	X		X	X
<b>K</b>	<b>Specific requirements</b>				
37	A commitment to and evidence of promoting diversity and equal opportunities within the school, curriculum and in employment practice	X		X	X

# Benefits

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## **Mossbourne's impressive range of benefits includes:**

### **Professional Development**

#### **FedCon**

A Federation Conference each academic year to promote collaborative working across the Federation.

#### **Twilight CPD Sessions**

Providing staff with 'little and often' training opportunities after the school day.

#### **Performance Management Day**

A day every academic year for staff to plan their career goals and progression within the Federation.

#### **Career Progression**

Our bespoke CPD calendar features localised training, coaching and mentoring opportunities, ring-fenced time for goal setting and review, a progressive online development portal and support from a dedicated HR team and training budget. We offer trainee leadership roles, internal promotions and secondments across the Federation to support professional growth.

#### **INSET Days**

Eight INSET days every academic year (three more than the standard).

### **Mossbourne Culture**

#### **Summer Exam Period**

In our secondary academies, timetables are suspended for the last two weeks of the summer term to allow all student to undertake formal examinations in their subjects. In time, Gable Hall will move to this model.

#### **Marking, Moderation and Data Week**

This occurs in the last week of the summer term. Secondary students do not attend school and staff are given the time to mark, moderate, analyse and record student data. For Primary colleagues, this time is split throughout the year. In time, Gable Hall will move to this model.

#### **Celebrating Success**

Recognising staff who go the extra mile is part of our DNA. We offer awards through a peer and leader-nominated 'shout out' scheme, appreciation events, well-being events and celebrations.

#### **Special Leave:**

Special leave, part-paid paternity leave and enhancements to maternity leave are offered as well as a 'no questions asked' day available each year that staff can pre-book for special occasions. We believe in meeting our staff where they are, supporting exam leave, sabbatical leave and other personal requirements.

#### **Flexible Working**

We support staff to explore flexible working or other bespoke arrangements.

#### **Free Hot Drinks**

Free tea, coffee, sugar, milk and instant boiling water at staff bases across Mossbourne academies.

### **Wellbeing & Leisure**

#### **Free Healthcare Provision**

Access to fully-paid membership of an award-winning private healthcare provider Benenden Health, to provide additional support. Access to a range of services, including 24/7 GP and mental health helplines, physiotherapy, medical diagnostics and treatment, cancer support, wellness courses, articles, and webinars.



### **Confidential Employee Support**

Confidential mental health, wellbeing and financial support, plus dedicated mental health and wellbeing leads.

### **Better Gym Membership Discount**

Discounted local or UK-wide gym membership paid in monthly instalments.

### **Cycle to Work Scheme**

Loans to purchase a bicycle, payable in monthly instalments.

### **National Discounts**

Our Benenden health provider offers access to a range of retail benefits, such as discounts on shopping, holidays, family days out, attraction tickets, and appliances.

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“Staff are well supported by leaders and have access to a wide range of high-quality professional development opportunities.”

**Ofsted, Mossbourne Victoria Park Academy**

# Application Process

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## Completing Your Application

Please submit your application through our website: <https://job.mossbourne.com/>

Candidates are asked to complete all the standard information required on the application form and to submit a supporting statement outlining their suitability for the role.

**Closing date for applications:** 12 noon Monday 20th May 2024

**Shortlisting and notification of interviews:** Tuesday 21st May 2024

Interviews will be held over two days on the Wednesday 22nd and Thursday 23rd May 2024

## Selection Procedure

Shortlisted candidates will be invited to complete proficiency assessments and interview with a panel. More details will be given to shortlisted candidates.

## Discussion & Visits

Confidential and informal discussions with the CEO or Executive Principal, Secondary are welcomed. Please arrange a suitable time with Caroline Olsen on [colsen@academicis.co.uk](mailto:colsen@academicis.co.uk) or 01223 907979 / 07500 889504.

Candidates are also welcome to arrange a site visit to observe what makes Mossbourne the learning environment we are so proud of.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases, at least one professional reference is required. The post will be offered subject to satisfactory completion of pre-employment checks.

## Get in Touch

Candidates are welcome to get in touch with us for any questions they may have during the process.

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We wish you the best of  
luck with your application  
and look forward to  
hearing from you.

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