



International Business and Enterprise Academy

PRINCIPAL AND CEO CANDIDATE PACK

WELCOME LETTER FROM MICHAEL KARP OBE, CHAIR OF TRUSTEES



Dear Candidate,

Thank you for your interest in becoming Principal and CEO of Westminster Academy.

The aim of Westminster Academy has always been to make this a centre of educational excellence and an amenity open to all of the community. We are proud to be located in one of the most diverse communities in Central London and it remains the express intent of our sponsors, the Dangoor Family, to create opportunities for local students, parents, and residents to thrive and reach their full potential.

At Westminster Academy we achieve our Mission “Education is Success” in many different ways. Positive relationships between teachers, support staff members, school leaders, parents and carers are vital for student success, and allow us to provide a supportive, inclusive environment in which students develop as confident young adults. We provide a wide range of academic and personal development opportunities for our students, along with guidance and support to help them be successful. We also continue to build links with outstanding outside organisations that add enriching dimensions to the student experience at the Academy.

Our Westminster Academy ethos is underpinned by the International Baccalaureate Learner Profile (IBLP). We are the only non-fee-paying school in Central London to offer the International Baccalaureate’s Diploma and Career-related Programmes and in 2023, for the first time, the average score for our students on the Diploma Programme surpassed the average in the UK, where the vast majority of students attend fee-paying schools. The internationally recognized IB qualifications reflect the IB’s own mission to develop ‘caring young people who help to create a better and more peaceful world through intercultural understanding’. The IB Mission goes hand in hand with our own HERO (Honesty, Enterprise, Responsibility & Opportunity) values as an Academy. We were delighted that our IB sixth form was recently designated “Outstanding” by Ofsted.

Ultimately, our success is reflected in what our students take with them when they leave Westminster Academy, not only in terms of academic outcomes and post-18 choices, but also the impact Westminster Academy students can make on the world by personifying our Westminster Academy values and ethos.

Over the past 4 years, our outgoing Principal, Dr Paul Wood, together with his team, has overseen the school’s return to normal life after the pandemic.

He has set the educational direction for the school – the IB informed WA Way – and guided us through a successful Ofsted inspection last November and an IB five year evaluation team visit in January this year. We believe our new Principal has a wonderful opportunity to build on the very solid foundations that have been established.

We are now looking to recruit an exceptional person who is dynamic, inspirational and an innovative leader who will exhibit strong leadership and excellent interpersonal skills to continue to build upon the impressive achievements made by Paul and his team.

Westminster Academy has the benefit of a resourceful and effective group of Trustees, who work closely with the Principal and Senior Leadership Team, which has maintained an ambitious strategy for excellence.

We very much look forward to hearing from you and to receiving your application.

Yours faithfully,

**Michael Karp OBE,
CHAIR OF TRUSTEES**

WELCOME LETTER FROM PAUL WOOD PRINCIPAL



Dear Candidate,

As an IB school serving a wonderfully diverse central London community, Westminster Academy is the epitome of the phrase, “think globally, act locally” and it offers a leadership opportunity that I have found to be uniquely rewarding. After 20 years in independent IB schools in five countries, I joined Westminster Academy because I found its core purpose so inspiring. Throughout my time leading the school, I have seen example after example of how Westminster Academy makes individual success possible for its students. It changes lives in ways that independent schools simply cannot. I am leaving Westminster Academy because of a change in personal circumstances. It may well be my last school leadership role, in which case it has been a wonderful end to my career!

Westminster Academy is a Single Academy Trust. With the full engagement and support of our Sponsors and Board of Trustees, my colleagues and I have the autonomy to tailor our curriculum, our pedagogy, and every aspect of our students’ experience to support our Mission and reflect our ethos. To that end, schoolwide collaborative discussions are now mapping our journey to implement an IB-informed “WA Way” that is “student-centred and personalises learning for every student in a respectful environment” (Westminster Academy Ethos). Board strategic areas of focus, annual schoolwide goals, individual

Performance Management processes, and our teacher Professional Learning Communities are all aligned and mutually supportive. That alignment, along with the resilience, engagement and commitment of the entire Westminster Academy teaching and support staff, has resulted in great progress over the past four years, despite the various challenges in the sector. Indeed, I have never worked with a teaching staff that is so welcoming of professional development and of opportunities to discuss and improve what we do. Those discussions and development are continuing and we are all excited about our plans for the Year 7 learning experience from September 2024 and beyond.

The Westminster Academy Sponsors and Board of Trustees have always made it clear that while academic outcomes are of course important, just as important are the traits and attitudes that Westminster Academy students take with them into the world, after their final examinations end. The next Principal and CEO will lead a wonderful staff of committed professionals in ensuring that Westminster Academy students continue to benefit from a remarkable, IB-informed education.

Yours faithfully,

Paul Wood,
PRINCIPAL & CEO

ABOUT WESTMINSTER ACADEMY

Westminster Academy opened in 2006 at the start of the UK Government's 'Academy' programme. It operates independently of the local authority and is supported by its sponsor, the Dangoor family, via the Exilarch's Foundation (further information below).

The Academy is a secondary school (Years 7-13) for approximately 1,125 students, including around 150 in the Sixth Form. It places great value on a broad and balanced education that nurtures curiosity, celebrates success and focuses on critical thinking and intercultural understanding so that students embody the IB Learner Profile. It is proud of its work to improve outcomes for students in an inclusive, supportive environment, with a commitment to trauma-informed practice.

The number of EAL students and those eligible for Pupil Premium is well above national average, and many students come from low socio-economic backgrounds. More than 60 languages are spoken among the student body. Within this context Westminster Academy is proud that students consistently achieve above the national average at GCSE and well above the national average for 'Progress 8'.

**OVER 70%
OF STUDENTS
CONSISTENTLY
ACHIEVE GRADES
9-4 IN CORE
SUBJECTS**

LEARNING AT WESTMINSTER ACADEMY

THE ACADEMY SETS HIGH TARGETS FOR ITS STUDENTS, WITH A STUDENT-CENTRED VISION FOR LEARNING WHICH IS ENGAGING AND CHALLENGING.

Westminster Academy encourages collaboration and creativity, recognising and building on each student's talents. We focus on developing students' character as well as their intellect, with an emphasis on the importance of a Growth Mindset and the IB Learner Profile attributes. We aim to build students' understanding through inquiry-based learning, action and reflection to help them make connections between their classroom learning and the 'real world'.

We achieve this thanks to our qualified, dedicated, dynamic teaching staff and a culture of collaborative professional learning and research which challenges teachers to continuously improve teaching practice. Lessons are differentiated as appropriate to cater for individual needs and abilities while ensuring a suitable level of challenge for every student. Effective assessment methods and data tracking allow us to personalise learning, ensure students make excellent progress and enable us to fully involve students and their families in their progress.

Classroom learning and assessment is enhanced by our 1:1 device programme. All students receive a Chromebook with access to a wide range of online learning platforms for use in school and at home throughout their time at Westminster Academy. Chromebooks are a valuable way for students to acquire professional and research skills and learn how to use technology responsibly. They have helped the school reduce our carbon footprint dramatically and have enabled us to switch seamlessly to remote learning when necessary.

Beyond the classroom students complement their learning through an exciting programme of educational visits, extra-curricular activities and events. Our myriad partnerships with business, community and higher education organisations encourage students to deepen their knowledge and pursue areas of interest.



THE DANGOOR FAMILY AND THE EXILARCH'S FOUNDATION

Sir Naim Dangoor (1914 – 2015) was an Iraqi-born Jewish entrepreneur and philanthropist. He was born in Baghdad in 1914 to a wealthy printing family, and first came to the UK in the 1930s to study engineering at the University of London. He went on to build a substantial property empire. To thank the “wonderful country” that gave him refuge, he became a generous philanthropist, giving away millions to a range of health, educational and religious charities. He always felt the biggest gift he received was an education in London.

The Dangoor Family, through the Exilarch's Foundation, continue to give generously to charity throughout the UK by providing grants to charitable organisations, such as Cancer Research UK, the Francis Crick Institute in London, the Royal Society of Medicine, Birkbeck University, The Open University, Imperial College, etc., and abroad to institutions such as Nanjing University in China and Bar-Ilan University in Israel. For a full list of organisations they support, see their webpage at www.dangooreducation.com.

The Dangoor Family chose to sponsor Westminster Academy as the only school they sponsor in UK as a way to support the community they came from – an immigrant community. Through their sponsorship, they have created a unique educational environment in the UK – a well subscribed, large, rigorous IB programme in the state education sector. The IB philosophy is all about being internationally minded citizens, not just locally focused, and about supporting students to become good citizens, valuing themselves and others.



THE UK GAVE OUR FAMILY REFUGE WHEN WE WERE EXILED TO THE UK IN THE 1960S FOLLOWING POLITICAL UNREST IN IRAQ. SINCE THEN WE HAVE SOUGHT TO EXPRESS OUR GRATITUDE TOWARDS THE COUNTRY BY SUPPORTING THE PROMOTION OF EDUCATION, IN PARTICULAR THROUGH OUR WORK WITH THE WESTMINSTER ACADEMY AND BY HELPING STUDENTS THROUGH UNIVERSITY SCHOLARSHIP AND BURSARY SCHEMES.

ETHOS

Our Ethos is student centered and personalises learning for every student in a respectful environment so that all our students are safe, secure and successful.

The Academy fosters a proud, cohesive, and ambitious staff body through an engaged and innovative professional learning community, where continuous active learning dialogue among teachers results in sustained progress for all students and professional growth for all staff.

VALUES

The following 'HERO' values were selected by students and underpin personal development, behaviour and welfare at the Academy:

HONESTY
ENTERPRISE
RESPONSIBILITY
OPPORTUNITY



AN IB EDUCATION

AT WESTMINSTER ACADEMY STUDENTS FOLLOW THE NATIONAL CURRICULUM DURING KEY STAGE 3 AND KEY STAGE 4, SITTING GCSE EXAMS IN YEAR 11.

Our IB programmes are unique to the Sixth Form, but the philosophy of the IB inspires our teaching and learning and our approach to education across the whole school. The IB aims to develop specific attributes that empower learners to promote intercultural understanding and respect. These attributes form the IB Learner Profile and are embedded in our ethos at Westminster Academy

THE IB LEARNER PROFILE

INQUIRERS
THINKERS
COMMUNICATORS
RISK-TAKERS
KNOWLEDGEABLE
PRINCIPLED
CARING
OPEN-MINDED
BALANCED
REFLECTIVE

CURRICULUM

KEY STAGE 3

Students follow the National Curriculum and are taught and assessed in the following areas:

ENGLISH

MATHEMATICS

COMPUTING

SCIENCE

HUMANITIES: History, Geography, Religious Studies and Global Citizenship

LANGUAGES: Spanish, French or Arabic

EXPRESSIVE ARTS: Food, Dance, Drama, Music and Art

PHYSICAL EDUCATION

PERSONAL DEVELOPMENT

Westminster Academy's ethos is built around the student centred and internationally-minded values of the International Baccalaureate. Students enjoy curriculum journeys rich in breadth, depth and challenge, meaning that subjects and disciplines are valued at all stages and students maintain a broad curriculum all the way from Year 7 to 13.

At Key Stage 3, in addition to the core subject areas, we teach a Global Citizenship curriculum, to ensure students have an awareness of their rights and responsibilities and understand how they can contribute as a global citizen. We are also committed to delivering a broad curriculum offer for the arts and our students study five Expressive Arts subjects during Years 7, 8 and 9. Personal Development includes Personal, Social, Health and Economic (PSHE), Relationships and Sex Education (RSE) and Careers information, advice and guidance.



KEY STAGE 4

Courses follow the National Curriculum and include:

ENGLISH LANGUAGE AND ENGLISH LITERATURE

MATHEMATICS

COMPUTER SCIENCE

COMBINED SCIENCE (WITH POSSIBILITY OF TRIPLE SCIENCE)

HUMANITIES: Geography, History, Citizenship, Religious Education, Business, Travel and Tourism, Digital Information Technology

LANGUAGES: Spanish, French, Arabic

EXPRESSIVE ARTS: Drama, Dance, Music, Art, Food and Nutrition, Media

PHYSICAL EDUCATION

The development of subject specific skills and knowledge through our curricula prepares students for undergraduate courses at the world's best universities, vocational study and rewarding careers. Students work to develop their thinking, social, communication, self-management and research skills through teaching and learning activities which focus on conceptual development, relevance, collaboration, differentiation and student-driven inquiry.

The curriculum at Key Stage 4 is personalised to suit the needs, interests and career pathways of individual students, providing a broad range of GCSE and BTEC course choices.

The data tracking in place enables the Academy to provide the best possible support for students, with personalised interventions to ensure students achieve their academic potential.

WORK EXPERIENCE PROGRAMME

All students are offered work-related learning experiences, including a two-week work experience programme during Year 10. Placements have included local and international organisations such as hospitals, solicitor's offices, art galleries, architecture firms, primary schools, global banks and hotels. The work experience programme allows students to experience first-hand the world of work, enabling them to develop personal and social skills in a professional context



THE SIXTH FORM

at Westminster Academy

WESTMINSTER ACADEMY IS PROUD TO BE ONE OF THE FEW NON FEE-PAYING SCHOOLS IN THE COUNTRY TO OFFER BOTH THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP) AND THE INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME (IBCP) AT KEY STAGE 5

The IBDP is known around the world for its academic rigour and for developing independent, critical thinkers. Students study six subjects, resulting in a broader, more balanced curriculum than the traditional Key Stage 5 pathways. Indeed, recent discussions of the future of UK state education have frequently referenced the benefits of a baccalaureate approach.

IBCP students study a vocational qualification in subjects such as Business or Applied Science, while also completing at least two IB certificates. It is a fantastic choice for students who prefer a balanced mixture of academic and vocational study.

Unique to the IB programmes is the IB Core. Through components involving volunteering, critical thinking and reflective projects, the IB Core allows students to develop skills and experience beyond their academic qualifications, which is very much a defining feature of the ethos of Westminster Academy.

Our supportive and highly knowledgeable team works closely with students to ensure they are on track to achieve their future goals. Diverse extra-curricular opportunities through our business and community links provide unique experiences to contribute to personal statements and CVs.

Each year we are proud to see our IB graduates leave Westminster Academy as mature, resilient, knowledgeable and principled individuals, well prepared for the challenges of studying at university, apprenticeships, careers and beyond.



WESTMINSTER ACADEMY
IBDP STUDENTS
CONSISTENTLY EXCEED
**GLOBAL AVERAGES
IN THEIR DIPLOMA
TOTAL SCORES**

JOB DESCRIPTION

JOB TITLE: PRINCIPAL AND CEO

LOCATION: LONDON

SALARY: COMPETITIVE

REPORTING TO: MICHAEL KARP OBE,
CHAIR OF TRUSTEES

ROLE DESCRIPTION

The Principal is the leader of the Academy, working closely with the 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 IB learner profile, driving improved standards in teaching, learning and achievement. They will have high expectations of students and staff, and a positive approach to internationalism, entrepreneurialism and innovation.

The Principal promotes the highest standards of professional and business conduct within the Academy and strategically ensures the most effective use of resources in support of the Academy's learning objectives, always ensuring best value.



JOB DESCRIPTION

THE MAIN RESPONSIBILITIES OF THE ROLE CAN BE BROKEN DOWN INTO FIVE BROAD AREAS, INCLUDING:

ACADEMY LEADERSHIP AND STRATEGIC MANAGEMENT

- leading and supporting staff and students, promoting the Academy's vision, mission, ethos, values and strategic aims;
- leading professional, high quality business and support services that underpin teaching and learning across the Academy;
- working with the Governing Board to create a shared vision and strategic plan that inspires and motivates students, staff and all other members of the Academy community;
- negotiating and influencing strategic decision making within the Academy's Senior Leadership Team;
- achieving any performance criteria, objectives or targets agreed with or set by the Governing Board;
- promoting and safeguarding the welfare of all children and young people within the Academy by ensuring that the Academy's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, students, parents and others feel able to raise concerns and that these are addressed sensitively and effectively;
- establishing a culture that promotes excellence, equality and high expectations for all students;
- ensuring the vision for the Academy is clearly articulated, shared, understood and acted upon effectively by all;

- working within the Academy community to translate the vision into agreed objectives and operational plans, which will promote and sustain Academy improvement;
- providing the vision, leadership and direction for the Academy and ensuring it is managed and organised to meet the aims and targets set by the Governing Board;
- working with the Governing Board and others to evaluate the Academy for continuous improvement, developing policies and practices;
- being responsible for the day to day management, organisation and administration of the Academy;
- working to secure the commitment of the wider community to the Academy by developing and maintaining effective partnerships with all stakeholders: schools, other services and agencies for children, the Local Authority, higher education institutions and employers;
- collaborating with others to raise educational standards across the Academy;
- drawing on the support provided by members of the Academy community including: staff, parents, students and the wider education community to create a productive learning environment, which is engaging and fulfilling for all students;
- demonstrating the vision and values in everyday work and practice;
- motivating and working with others to create a shared culture and positive climate;
- ensuring creativity, innovation and the use of appropriate new technologies is evident in the Academy;
- ensuring that the strategic planning takes account of the diversity, values and experience of the Academy and community at large;
- ensuring all information for publications and returns for the DfE, Local Authority and other agencies and stakeholders are submitted within statutory guidelines;

- overseeing statutory obligations, and ensuring they are being met for students with special educational needs, ensuring that financial and supporting agency services are adequate for their diverse needs;
- using data analysis, evaluation and reporting systems to maximum effect by ensuring systems are streamlined to maximise efficiency and avoid duplication;
- attending and representing the Academy at specific events, maintaining sector knowledge and professional awareness of developments surrounding all areas of support within the Academy.



JOB DESCRIPTION

FINANCIAL MANAGEMENT

- carrying out the role of Accounting Officer for the Academy, maintaining a strategic financial plan that will indicate the trends and requirements of the Academy development plan and will forecast future year budgets;
- having a strategic view of all financial activity;
- ensuring that resources are efficiently and effectively used to achieve the Academy objectives and making sure its money is well spent;
- ensuring the Academy complies with all statutory and contractual requirements, financial standards, regulation and procedures, liaising with the LA or other institutions as required.

STAFF MANAGEMENT

- overseeing a programme of development and training for all staff, which includes succession planning;
- ensuring that all recruitment, appraisal, staff development, grievance, disciplinary and redundancy policies and procedures comply with legal and regulatory requirements;
- leading the creation of an environment where staff and students feel empowered and ambitious and there is visible acknowledgement that all contributions are equally valued.

HEALTH AND SAFETY

- ensuring a safe and secure environment for all stakeholders in the provision of the Academy's core business of teaching and learning;
- ensuring the continuing availability of utilities, site services and equipment;
- ensuring the Academy's Health and Safety Policy statement is clearly communicated and available to all staff, and supporting middle managers to manage and maintain the policy;
- overseeing the implementation of the Health and Safety Policy at all times, and that it is subject to review and assessment at regular intervals or as situations change;
- ensuring systems are in place for effective monitoring, measuring and reporting of Health and Safety issues to the Trustees and, where appropriate, the Health and Safety Executive.

SAFEGUARDING

- ensuring that the policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff;
- ensuring that sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings;
- ensuring that 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 whistleblowing practices.



PERSON SPECIFICATION

THE SUCCESSFUL CANDIDATE WILL BE EXPECTED TO DEMONSTRATE EVIDENCE OF THE FOLLOWING SKILLS, CAPABILITIES AND EXPERIENCE. PEOPLE WITH DISABILITIES WILL BE OFFERED AN INTERVIEW WHERE THEY MEET THE ESSENTIAL CRITERIA ALONE.

EDUCATION/QUALIFICATIONS:

- graduate;
- possessing a teaching qualification and holding Qualified Teacher Status (QTS);
- desired to undertake National Professional Qualification for Headship (NPQH);
- evidence of relevant recent professional development.

PROFESSIONAL KNOWLEDGE, SKILLS AND COMPETENCIES

- substantial experience of being an outstanding leader with a good record of leadership and management in a challenging educational environment;
- experience of successful delivery against agreed strategic plans;
- a motivator and leader, inspiring confidence in staff and students that they can succeed and achieve their personal best;
- the ability to articulate clear visions and strategies for academies/schools;
- a track record of providing inspirational leadership to staff;
- a track record of demonstrating a collaborative and supportive approach to leadership;
- sound financial knowledge;
- a sound Human Resources knowledge;
- an understanding of Health & Safety and site related issues;
- an understanding of Customer Services, PR and Marketing;
- negotiating skills;
- the ability to rapidly switch thinking and decision making styles to get the best out of a highly capable Senior Management Team;
- excellent communication, ICT and presentation skills, both written and oral;
- experience of Headship (desirable).

EXPERIENCE

- experience in managing, leading and developing staff at all levels;
- an understanding and experience of working with academies/schools in diverse communities;
- experience of secondary education, examinations and regulations (16-19);
- experience of using school management information systems;
- experience in strategic planning;
- leadership of a project or initiative.

PHILOSOPHY AND COMMITMENT

- an understanding of, or a commitment to IB (International Baccalaureate) education;
- an understanding of, and commitment to, comprehensive values and the inclusion agenda;
- a belief that everyone can benefit from, and has an entitlement to, high quality educational opportunities;
- a personal commitment to lifelong learning and continuous professional development;
- commitment to high standards and expectations, best value and continuous improvement;
- a “can-do” approach and positive attitude to innovation and change;
- effectively engaging with students, parents, the wider community and other stakeholders, gathering feedback to ensure that the full diversity of needs are met;
- a commitment to maintaining a clear sense of purpose and direction during periods of change by proactively consulting when planning change and supporting others.

PERSONAL QUALITIES

- demonstrates a commitment to the ethos and values of Westminster Academy;
- ability to adapt to changing circumstances and new ideas;
- ability to communicate effectively with emotional intelligence and social perception to a wide range of audiences;
- ability to demonstrate personal impact and presence;
- ability to be resilient and calm under pressure;
- a commitment to high educational standards and expectations of young people;
- attention to detail;
- good interpersonal and motivational skills;
- enthusiasm;
- energy, stamina and a capacity for hard work;
- good time management skills;
- the ability to be reflective and self-critical.



The image shows a modern, multi-level atrium with a prominent green and white color scheme. Large, bold text is displayed on the walls and railings. The word 'GLOBAL CITIZENSHIP' is written in large green letters on a white background across a wide balcony. Above it, the word 'ENTERPRISE' is written in green on a white background. To the right, a large green number '2' is visible. The space is filled with people walking on the stairs and balconies, suggesting a busy, active environment. The architecture features wooden paneling and glass railings.

ACADEMICIS

HOW TO APPLY

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Caroline Olsen at Academicis, our recruitment partner, on colsen@academicis.co.uk or by phone on 07500 889504 / 01223 907979

CLOSING DATE:

Noon, Monday 11th March 2024

SHORTLISTING:

Wednesday 13th March 2024

INTERVIEWS:

W/C 18th March 2024