



# RECRUITMENT PACK

PA TO THE HEADTEACHERS  
AT CORNELIUS VERMUYDEN

# WELCOME

We recruit people for attitude and train for skills

We aim to recruit great people. We would rather make no appointment than appoint someone who is not suited to our ethos. For this reason, we try to clearly articulate our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- Are excited by their role and by the prospect of working with young people.
- Love the processes of learning and teaching and are keen to continually develop their own skills.
- Will subscribe to the ethos of the school and 'go the extra mile' in terms of time and commitment to get the absolute best from our young people.
- See break duty as an opportunity to talk to our students.
- Are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

We know it is a cliché, but we really do want to recruit people who

will make a difference. We are therefore looking for colleagues who are on a mission – the kind of people that make others smile because of their enthusiasm; the kind of people who will get satisfaction from seeing our students achieve exceptional outcomes, both academically and personally. In return you will get a lot back from our young people and you will be working for a trust that will take an active interest in your development.

Finally, we are conscious that this may be your first contact with our school and our Academy Trust (SEEAT), and first impressions are particularly important. We hope what you read, coupled with anything else you discover about us, inspires you to apply for this post.

## WELCOME FROM THE HEADTEACHER



At Cornelius Vermuyden, we believe that school should be a place where every child feels they belong - where they are valued, challenged, and supported to grow.

At the heart of our work is a clear ambition: that every young person leaves us proud of who they are and prepared for the future. That means excellent teaching and high expectations - but also compassion, encouragement, and the right support at the right time.

We have developed a broad and balanced curriculum that opens doors and reflects the diversity of the world our pupils are growing up in. It is inclusive, ambitious and accessible - designed so that every learner, whatever their starting point, can engage, succeed and thrive.

Beyond the classroom, we want pupils to explore their interests, find their voice, and grow in confidence. We offer opportunities for every child to discover what excites them, build lasting friendships, and develop into confident, reflective young people.

As a SEEAT school, we share the values of Spirit, Effort, Enrichment, Aspiration and Teamwork. These values guide how we work, how we support one another, and how we shape the culture of our school.

At Cornelius Vermuyden, we are proud of the journey we are on. With strong foundations and a clear sense of purpose, we are building a school our whole community can be proud of.

Thank you for taking the time to consider applying for this post.

Ms Conlon

# 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!

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 two of our schools. 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, including SEND. So, as a Headteacher or senior leader, if you're dealing with tricky parental complaints or exclusions or other complex issues, there's always support there, and our schools 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 a People Strategy, 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 or share bad news. 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 do not just come from the central team. They come 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 2024. We have recruited Ms Dee Conlon as Headteacher from April 2025 to work alongside our Executive Head.

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 in SEND to help us to do this. You will see from the December monitoring visit that there is work to be done to improve the provision for pupils with SEND. 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 9th February 2026** with interviews expected to take place week commencing **Monday 9th February 2026**.

## 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  
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**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>Job Title:</b>	<b>PA to the Headteachers including HR Support</b>
<b>Hours:</b>	Working 39 weeks per year (Term time plus 5 inset days)
<b>Grade:</b>	Scale 8 Point 25-28. £31,312 - £33,715 (Actual)
<b>Responsible to:</b>	Executive Headteacher and Headteacher
<b>Liaison with:</b>	Headteachers, Other Staff, Visitors, External Agencies, Parents, Pupils, Trust, Governors
<b>Responsible for:</b>	Administrative Support Staff

## JOB PURPOSE

Cornelius Vermuyden School is a caring, ambitious community where every role makes a difference. Our Headteacher isn't one to sit behind a desk. She's out in classrooms, around the corridors, and on the playground — visible, approachable, and leading by example. She sets the pace and drives improvement every day, and now we're looking for a PA who can match that energy and commitment.

This role is at the heart of our school. You'll manage the office and reception teams, keep the diary and communication systems running smoothly, and support the Headteacher in the daily rhythm of school life. It's a fast-paced environment where priorities can change quickly, so we need someone adaptable, calm under pressure, able to think on their feet, and confident juggling multiple demands.

No two days are the same, but everyone is rewarding. You'll see first-hand the impact of your work on the lives of young people and their families. We care deeply about our staff, our children, and our community. Every adult in our school makes a difference and every role matters.

This is an exciting time to join Cornelius Vermuyden as we continue our improvement journey. If you want to be part of a team that is ambitious, supportive, and determined to improve life chances for every child on Canvey, we'd love to hear from you.

## PA TO HEADTEACHER

- To keep the Headteachers' diary and act as appointments secretary for the Headteachers
- To provide a personal assistant service for the Headteachers, including clerical, administration and reprographics support, as required, and booking events, courses and meetings as requested. Maintaining personal correspondence with staff and drafting letters for approval by the Headteacher.
- To assist the Headteachers with the management and co-ordination of new projects, oversee all administration relating to OFSTED inspections
- To provide a word processing service for the Headteachers as required, with accurately typed documents and correspondence, meeting deadlines as required
- To prepare papers and agendas for the Headteachers, attend meetings and take minutes as required, including for disciplinary, capability, redundancy, restructuring meetings.
- To assist the Headteachers in making arrangements to interview candidates for vacancies, including the preparation of papers, timetables etc.
- Assist Headteachers in writing references for current and past members of staff.
- To assist the Headteachers with planning and issuing of Leadership Team agendas
- To compile the weekly bulletin, ensuring that information is up to date. Communicate with staff to collect relevant information.
- To book rooms, welcome guests and serve refreshments for the Headteachers as required.
- To carry out basic administration and filing tasks, ensuring that clear procedures are in place and that files are accessible to authorised staff members.
- To provide administrative support for organisation of whole school events as required.

## OFFICE MANAGER

- To be responsible for the Line Management of the reception and pastoral admin staff.
- To have overall responsibility for all work undertaken by the administrative support staff and to allocate and monitor workloads
- To be responsible for the identification (where appropriate) and allocation to administrative support staff of new tasks

- To assist in the appointment of administrative staff liaising with the appropriate senior management
- To be responsible for the development and operation of an induction procedure for all new office support staff
- To ensure that the probation procedure for office support staff is fully and correctly implemented
- To be responsible for the identification of training needs of administrative support staff.
- To organise training for administrative support staff.
- To undertake appraisal for identified members of administrative support staff and to ensure an effective appraisal system is operated for all members of the administrative support staff
- To assist with administration in connection with examination results during the summer closure as may be required
- To be responsible for logging of typing in the Main Office
- To plan and monitor the work of the office. To anticipate termly demands and plan accordingly. To ensure adequate office cover during staff sickness
- To cover for Reception staff during breaks and in staff absence
- To ensure an effective file management system including one for word-processing packages on the administration computer system including the transfer of redundant files to disk and to maintain a log of files so retained
- To produce a database of standard letters, forms etc using standardised school format. To ensure office staff use standard documentation as appropriate
- To take particular responsibility for dealing with complex enquiries or difficult visitors/callers referred from Reception as required
- To undertake other administrative and typing duties as may be required

## HR AND COMPLIANCE

To be the HR link person to:

- Ensure the correct forms and documentation for recruitment, staff appointments, contract changes etc. are completed with support from Trust HR Manager
- Liaise between Headteacher and Trust HR manager on other personnel matters, such as sickness absences, disciplinary matters etc.
- Assist with the arrangement of interviews and DBS checks for new appointments
- Maintaining personnel files, assisting with recruitment, DBS checks, and managing performance management documentation.

Ensure that probation reviews for all new staff are conducted

- To coordinate arrangements for staff appraisal for teaching and support staff.
- To track and coordinate the hours to be made up by support staff for Disaggregated INSET days.
- To carry out DBS and other pre-appointment checks for school volunteers.
- To be responsible for maintaining the Single Central Record (SCR) in conjunction with the Trust HR Manager, ensuring that the information on the SCR is accurate and up-to-date and complies with current statutory guidance.
- Provide liaison and support between SEEAT Central team and members of the leadership team regarding HR, Finance and Governance

## GENERAL

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities in accordance with the role, for health and safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
- The duties above are neither exclusive or exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade

## PERSON SPECIFICATION

GENERAL HEADING	DETAIL	EXAMPLES
Qualifications & Experience	Specific qualifications & experience	Successful experience of administrative work in a busy school environment Educated to NVQ Level 4 or equivalent Completion of DCSF Induction programme Qualification in Shorthand or equivalent
	Knowledge of relevant policies and procedures	Working knowledge of general school policies and procedures
	Literacy	Good reading and writing skills
	Numeracy	Ability to count and undertake complex calculations
	Technology	Ability to use photocopier Ability to use word processor, databases and other IT applications
Communication	Written	Ability to complete detailed reports, forms and letters
	Verbal	Ability to exchange verbal information clearly and sensitively with children and adults
	Languages	Overcome communication barriers with children and adults
	Negotiating	Ability to consult with colleagues in an effective way
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Good Understanding and support the differences in children and adults and respond appropriately in relation to the role
	Curriculum	Good understanding of the learning experience provided by the school in relation to the role
	Child Development	Good understanding of the way in which children develop in relation to the role
	Health & Well being	Understand the importance of physical and emotional wellbeing Ability to support children who may be unwell

Working with others	Working with partners	Understand the role of others working in and with the school
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with other adults in the school Ability to work on own
	Information	Ability to provide timely and accurate information
Responsibilities	Organisational skills	Good organisational skills Ability to work accurately with attention to detail
	Line Management	Ability to lead and motivate a team in a positive and successful way
	Time Management	Ability to manage own time effectively
	Creativity	Ability to follow instructions effectively
General	Equalities	Demonstrate a commitment to equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance and share knowledge with others



# 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 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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