



Aspirations Academies Trust
in association with AUI and QISA

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Magna Academy Poole
an Aspirations Academy

Assistant Principal - Humanities

L10-14 (salary negotiable, based on experience)

Application Pack



National Teaching School
designated by
 National College for
Teaching & Leadership

National Support School
designated by
 National College for
Teaching & Leadership

'To be able to dream about the future, while being inspired in the present to reach those dreams' Dr Russell Quaglia



Welcome to Magna Academy

Thank you for considering Magna Academy Poole for your next appointment. This is a new position and is an excellent opportunity for an ambitious practitioner **to provide strategic leadership of the rapidly growing Humanities curriculum area and also have other whole academy strategic responsibilities.**

We teach a rigorous academic curriculum consisting of ‘the best that has been thought and said’. With a clear focus on excellent outcomes for students, **you will work with the Head of Humanities and Heads of History/Geography/Sociology and RE to continually drive up attainment, progress and standards at GCSE and A level.**

Despite being a ‘secondary modern’ in a selective grammar school borough, our mind-set is that we are a *‘grammar school for all’*. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. **Our goal is to prepare every student to be able to go to university or high-powered alternative. We believe in the traditional values of hard work and kindness.**

Our Academy is a vibrant and exciting place to work and was graded as **outstanding in all areas** by Ofsted in June 2015. In 2016, Magna achieved a Progress 8 score of 0.52, **placing us well within the top 5% of highest performing schools nationally.** In 2017, Magna achieved a Progress 8 score of 0.4, placing us in the top 15% nationally.

‘This is an outstanding school. Teachers have high expectations of their students, who respond by producing excellent work.’ (OFSTED, June 2015)

‘Students make exceptional progress.’ (OFSTED, June 2015)

‘The behaviour of students is outstanding. They are exceptionally keen to learn, and show real enthusiasm in lessons.’ (OFSTED, June 2015)

Magna Academy is different. Our teaching approaches have been influenced by charter schools in US inner cities and innovations from cognitive science. There are no unwieldy, impossible marking policies, no graded lesson observations and our students’ behaviour is impeccable, supported by same-day centralised detentions. **We also teach a rigorous academic curriculum consisting of ‘the best that has been thought and said.’**

If you are able to visit, you will see a scholarly culture with impeccable behaviour, highly engaged students and silent corridors. At the same time, we are very outward-facing and humble. We know we haven’t yet got everything right, and are driven to continuously improve and aspire to become one of the best schools in the country.

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Who are we looking for?

The successful candidate will be:

- an excellent teacher of **History, Geography or RE/Sociology**
- a **successful leader with proven middle/senior leadership experience**, who will play an important role in leading Humanities and the Academy into its next stage of development
- someone with significant experience of raising achievement, leading change and ability to motivate staff and students
- someone who does whatever it takes to ensure the life chances of all our students are maximised. They will blend extreme personal humility with intense professional will.
- totally aligned to our values and mission. If you are the type of person who fits with our culture, you will love working here.

You would be a member of the Senior Leadership Team, be able to study for the NPQSL and have excellent progression opportunities to become a Vice- Principal as the Academy, National Teaching School, National Support School and MAT continue to grow. As a Teaching School you would also have the opportunity to become a Specialist Leader of Education.

What we can offer you

- **A professional progression model to enable you to progress to Vice-Principalship**
- Great students who behave impeccably – you can make a massive difference to them
- Tight, robust ‘no excuses’ behaviour systems
- Same-day centralised detentions, including homework detentions (you do not need to organise/run/chase them at all), helping to underpin impeccable behaviour, so you are free to teach
- A feedback policy focused on whole class feedback – you do not need to mark exercise books – we do not have onerous/impossible marking policies
- A centralised homework system at KS3 – you do not need to check/mark KS3 homework
- No formal graded lesson observations – just ongoing ‘no-stakes’ feedback, helping you to continuously develop – we believe that trusting our staff with autonomy helps to develop a strong staff culture
- Collaborative planning with centralised, shared units of work and resources
- CPD starts as soon as you are appointed
- Excellent ongoing CPD, career development and promotion opportunities
- State of the art facilities and a very pleasant location in beautiful Dorset

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Humanities Curriculum Area

The Humanities Subject Co-ordinator is a very experienced Geography specialist.

Students follow a five-year knowledge based curriculum/GCSE plan in History and Geography from Year 7-11. There is a highly challenging GCSE curriculum in place from Year 7, together with an intensive focus on knowledge and literacy. History and Geography are taught as discrete subjects at KS3 (Year 7 and 8). **We believe in teaching to the top and scaffolding downwards for all students.**

In Year 7 and 8, our students follow the IBES 13+ syllabus and sit the 13+ exam. We have recently introduced this and have done so to help provide the rigour and challenge needed at KS3, so our students are fully prepared for the demands of the new GCSE History course. We also wish to benchmark our curriculum against the leading independent schools in England.

Most of our KS4 students study at least one of History and Geography at GCSE. We devote 6 hours a fortnight to these subjects at GCSE (Year 9, 10 and 11).

GCSE and A Level Sociology and GCSE Philosophy and Ethics are offered as options at KS4 and 5.

The History Department

The History department currently consists of 4 specialist teachers and 3 other Humanities teachers. The department is led by a **Head of History**. **Two of the History team are Aspirant Lead Practitioners.**

History A Level is currently offered in Year 12 and 13, and is very popular.

KS4 and 5 students are able to attend a residential visit to Berlin.

The Geography Department

The Geography department currently consists of 3 specialist teachers and 3 other Humanities teachers. The department is led by a **Head of Geography**. **The Humanities Subject Co-ordinator for Humanities is also a very experienced Geography specialist.**

Geography A Level will be run from September 2018 in our rapidly expanding Sixth Form.



The Sociology Department

Sociology is a popular A Level at Magna Academy both at GCSE and A Level and has great potential for continued growth at Magna. We currently have one Year 10, one Year 12 and one Year 13 class with capacity for expansion in September.



Vision and culture

We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow.

We teach a highly challenging academic curriculum for **all students.**

We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Magna is driven by this, so that our students can leave Magna with the best set of qualifications possible and as well rounded young people, thereby helping to maximise their life chances.

This vision is outlined in our Mission Statement:

EVERY CHILD

All children can be successful, regardless of their background.

HIGHEST ASPIRATIONS

Students, staff, the Academy and the community will live up to the expectations placed upon them.

NO EXCUSES

*We do not dwell on barriers; we look for solutions.
Every excuse is a step on the road to failure. Everyone succeeds here.*

We operate a '**no excuses**' and '**growth mind-set**' philosophy believing that every child can achieve no matter what their starting point.

OUR VISION

We wish to create a 'scholarly culture of excellence', that permeates everyday life at Magna. Students learn about the 'Magna Mindset' in tutor time and assemblies, and putting it into practice every day.

At Magna, every decision and action taken is done so with the aim to ensure that **every student can climb their personal mountain to university, or equally aspirational alternative, so they are able to eventually thrive in a top job and have a great life.**

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We believe that Magna is a '**grammar school for all**', taking the best of grammar school ethos and emphasis on strict discipline, smart school uniforms, academic rigour, qualifications, aspirations and effort, but making it available to all children without selection.

We are benchmarking our standards and curriculum against leading independent schools. All of our students will now sit the Independent Schools Examination Board 13+ Exams at the end of Year 8, as part of their 'flight path' to success at GCSE. This helps to ensure that our students are exposed to the same rigorous challenge and knowledge as their peers at leading independent schools.

To help drive us forward, we have adopted the following four 'Mantras' that underpin our vision.

1. 'Work Hard. Be Kind.'

We believe wholeheartedly in the traditional values of hard work and kindness. Our Academy is warm and caring but is also strict in setting standards.

Our expectations of students and staff are exceptionally high, and we take this approach because we care very much about our students' future and their long-term happiness. If poor attitude or poor behaviour goes unchallenged, it is all too easy for disruption to damage learning opportunities and to create unhappiness for the student and for all their peers.

We focus hard on student achievement. We believe in all our students and we expect that each one of them is capable of making rapid and substantial progress. Meeting that goal requires hard work and dedication from all of us - teachers, students and parents together.

Kindness and gratitude are also a core part of Magna life. There are many opportunities each day for students to show kindness and politeness to their peers and to staff. We believe that practising gratitude makes our students feel more optimistic, energetic, enthusiastic and happy. In assemblies and tutor time, students and staff nominate their peers for 'appreciations', showing gratitude to others who have gone 'above and beyond'.

Perseverance is also critical to our students' future success. Our adopted Academy poem, 'If' by Rudyard Kipling, conveys this value:

'If you can force your heart and nerve and sinew,

*To be a good man, kind, and brave, to do all you heart向往, and all your soul aspire,
To be a good man, kind, and brave, to do all you heart向往, and all your soul aspire,
To be a good man, kind, and brave, to do all you heart向往, and all your soul aspire,*



*And so hold on when there is nothing in you,
Except the will that says to them: 'hold on'!*

Hard work brings its rewards. Our Rewards Policy, created in partnership with the Student Leadership Team, is very well received. We have also created Graduation Ceremonies for our Year 8 students at the Academy. For our Year 11 and 13 students, we now hold a very special ceremony at Kimmeridge House on Bournemouth University's prestigious Talbot Campus.

2. '100% Everyday. No Shortcuts.'

We expect students to try their very best, each and every day. This will lead to effective habits and mastery. As part of this, we expect every student to complete their homework every day. No excuses, no opt-out. This will enable students to make more rapid progress and achieve well in their exams, so that they have access to a range of opportunities and can go on to do amazing things with their lives.

3. 'Excellence is a Habit.'

Rather than excuse bad learning habits, at Magna we insist on excellent learning habits everyday - with high expectations and no excuses. Our view is that, over time, all students can pick up excellent learning habits for themselves and will end up as a result happier, better qualified and more successful people. We celebrate excellence through our student devised Rewards Policy.

4. 'Climbing the Mountain to University.'

We have developed excellent links with a large number of universities, which is being further enhanced this year. We aspire for as many students as possible to win places at competitive universities, and believe all students are capable of this, if they give 100%. We push our students to excel on their journey and this will often involve pushing them out of their comfort zone. Staff provide maximum support, rewards and sanctions to help our students on their journey, as *'they climb the mountain to university or high powered alternative.'*

To help develop this culture, year groups are now also known by the year in which they will enroll at university or a high powered alternative:

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| | |
|----------|---------------|
| Year 7: | Class of 2024 |
| Year 8: | Class of 2023 |
| Year9: | Class of 2022 |
| Year 10: | Class of 2021 |
| Year 11: | Class of 2020 |
| Year 12: | Class of 2019 |
| Year 13: | Class of 2018 |

Teaching and learning

Our Teaching and Learning strategy is also heavily influenced by **Doug Lemov and his 'Teach Like A Champion'** book and we believe passionately in relentlessly implementing any strategy that will eliminate disadvantaged student attainment gaps.

We do **not** believe in learning styles.

We believe in **teaching to the top and scaffolding downwards for all students, with a highly challenging curriculum.**

Some examples of recent books that inspire us/are aligned to our vision:

- *'Teach Like A Champion'* (Lemov)
- *'Reading Reconsidered'* (Lemov)
- *'Why Students Don't Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom'* (Willingham)
- *'Seven Myths About Education'* (Chrisodoulou)
- *'Headstrong: 11 Lessons of School Leadership'* (Coates)

No Excuses

We believe in **Zero Tolerance. We do not make exceptions.** When we say we have high standards, we mean it. If you think it is mean to give a detention when a student does not have a pen, Magna isn't the school for you.

Our students walk in silence between lessons, with 30cm pencil cases (with full equipment), in hand, ready to immediately start working as soon as they enter a classroom in silence. This supports our teachers making very strong starts to lessons.

To be a teacher is to be a dreamer. It is to be a dreamer to reach those dreams' Dr Russell J. Quaglia



We hold parents to account as well and insist that they support their children by supporting our rules. This creates a very orderly school where children are safe. It requires staff who will 'sweat the small stuff'.

Work life balance, not burnout

We know that teaching is the most rewarding, exhilarating but exhausting profession. **So we are guided by a philosophy of simplicity that aims for maximum impact on student learning with minimal overload on workload for staff. We reduce burnout by applying this effort-to-impact ratio to everything we do.**

For example:

- **We operate a feedback policy, which does not require you to make individualised comments in exercise books, saving you hours of time**
- **Collaborative planning with centralised, shared units of work and resources**
- **Teachers do not produce end of year written reports – just six weekly data inputs.**
- **Homework is streamlined** into note taking, drilling and self-quizzing, reducing marking workload and ensuring very high homework completion.
- **Strict discipline and robust no-nonsense no excuses behaviour systems allow staff to teach without being ground down in low level disruption.**
- **All students have full equipment in their pencil cases all of the time – you will not have the hassle of having to hand out pens, pencils etc at the start of each lesson because students don't have their equipment with them.**
- **Staff will never be blamed for poor student behaviour because their lessons are not engaging enough – you will always be fully backed and supported - behaviour is the collective responsibility of the academy, with the Principal ultimately accountable.**
- **Highly visible and supportive SLT visit every classroom every lesson to check that every student is meeting your expectations.**
- **System of escalating sanctions with centralised same day detentions, including for homework non completion – you are not continuously setting detentions, running detentions and chasing non-attendance.**
- **We do not grade lessons/teachers with 'high stakes' lesson observations – we believe in a growth mindset approach, where teachers continually improve over time through continuous coaching/feedback loops.**



Context

- Magna Academy opened on 1st September 2013. It replaced the predecessor school, Ashdown Technology College, which had been in special measures.
- **Magna operates in challenging circumstances. We have a secondary modern intake, operating in a selective grammar school borough, with approximately one third of our students being disadvantaged and approximately a third of our students being 'PA Low' on entry.**
- **We are looking for staff who want to make a difference to the life chances of our students and rapidly accelerate their progress.**
- Our culture is also summed up by this quote from Dame Sally Coates in her book 'Headstrong': *'The difference between the culture required in a challenging school with that of a more affluent school is the difference between the intensive care ward and physiotherapy ward of a hospital.'*
- On a visit in December 2014 to the Academy, Prime Minister David Cameron said *'I want to congratulate the whole leadership here at the academy and also the students who work so hard. You have already seen your results go shooting up. I know you want them to go even further and I think you should be really proud of what you've achieved.'*
- Dfe ranked Magna 2nd/55 for 5EM 'Similar Schools' (2015) and 3rd/55 (2014). OFSTED stated: *'From their generally low starting points, students make exceptional progress.'*
- In 2016, Magna achieved 0.52 P8 (within top 5% nationally) and 2nd/55 for A8 'Similar Schools'. Magna received a letter of congratulations from the Regional Schools Commissioner and Nick Gibb MP.
- BTEC Level 3 results place Magna Academy in the top 1% of schools/colleges nationally for value added, representing exceptional performance. The sixth form is on an exciting journey of expansion, following the introduction of academic A levels in September 2014, alongside the existing BTEC Level 3 qualifications.

Our future ambitions

- Our outstanding June 2015 inspection report was testament to the tremendous hard work of our staff, governors, students and parents/carers. We are all exceptionally proud of this fantastic outcome for both Magna and the local community.
- This report represents a milestone on our journey. We want to, and know we can, achieve so much more, best summed up by the philosophy of Dave Brailsford, from Team Sky, who stated: *'We are always striving for improvement, for those 1% gains, in absolutely every single thing we do'.*

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Next steps

Magna Academy Poole offers an excellent opportunity for an ambitious, talented individual looking to develop their career. We would be delighted to show you around our Academy in order to fully appreciate our excellent learning environment. **We strongly advise a visit as this Academy is unlikely to be like anything you have ever seen.**

Yours faithfully,

Richard Tutt
Principal

How to Apply

To apply, please click on the “quick apply” button to submit an online application.

Please contact zchallis@aatmagna.org or 01202 604222 to arrange a visit or an informal, confidential discussion about the role.

Closing date for applications: 9am Monday 21st May 2018.

Learn more about Magna Academy at: www.aatmagna.org

Magna Academy is committed to safeguarding and promoting the welfare of children. The successful candidate will be subject to an enhanced DBS check before taking up the post.



Assistant Principal – Humanities (L10-14) (salary negotiable based on experience, with the opportunity to also become a Specialist Leader of Education)

Job Description

Overview

This is a new position and is an excellent opportunity for an ambitious practitioner **to provide strategic leadership of the rapidly growing Humanities curriculum area and also have other whole academy strategic responsibilities.**

Whole Academy responsibilities may change over time to help provide the candidate with further experiences and skill development to support career development and promotion opportunities. **This role provides an outstanding range of experiences and skill development, that will help facilitate further promotion to Vice-Principalship.**

As a full member of the Senior Leadership Team, the Assistant Principal will also share the corporate responsibility necessary to ensure the continued outstanding operational provision of the Academy and will also play a major role in determining future strategy for the Academy.

Job Description

The Assistant Principal at Magna Academy Poole shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Assistant Principal is directly accountable to the Principal and Senior Vice-Principal, for ensuring the educational success of Magna Academy Poole within the overall framework of the Aspirations Academies strategic plan as well as the individual Magna Academy Poole strategic plan. The Assistant Principal is responsible for contributing to the effective day to day operation of Magna Academy Poole, fully supporting the Senior Vice-Principal and Principal as part of a cohesive and highly effective Senior Leadership Team. The Assistant Principal will be fully supported by the Senior Vice-Principal and Principal in every aspect of the management and organisation of the Academy. The Assistant Principal should support the Senior Vice-Principal and the Principal to create a culture of constant improvement and be an inspirational leader,

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committed to the highest achievement for all in every area of the Academy's work. Main aspects of the role:

- Carry forward the Aspirations Academies Trust vision
- Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving student outcomes
- Ensure the Aspirations framework is embodied in every aspect of Magna Academy Poole
- Focus primarily on the development of the curriculum, teaching and learning aiming to ensure that it is of the highest quality at all times
- Strategic and operational leadership of agreed whole Academy responsibilities

Purpose:

- To be responsible for the academic success of students in the Humanities curriculum area
- To raise standards of student attainment and to monitor the effectiveness of teaching and learning
- To strengthen the Academy's organisational capacity by contributing to its effective day-to-day management.
- To develop a safe, secure and healthy environment within the Academy as a whole.
- To participate in Humanities and whole Academy self-review and to strive for continuous improvement in all aspects of the Academy's work.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students within Humanities and across the Academy.
- To monitor and support the overall progress and development of students in Humanities and across the Academy.
- To establish successful raising achievement plans and intervention programmes for all year groups within Humanities.
- To establish successful intervention programmes to help close the gap, with particular focus on specific groups, including PA High, SEN and Disadvantaged students.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To work towards raising the aspirations of all the students in the Academy.
- Provide strategic and operational leadership of agreed whole Academy responsibilities.

Responsible for:

- Subject Middle leaders, teaching staff, other relevant personnel and students within the Faculty and the Academy.

Operational and Strategic duties:

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- To supervise and lead all staff to ensure the effective operation of the Humanities curriculum area.
- To line manage the Head of Humanities and other staff within the Academy.
- To oversee and guide the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Faculty.
- To work with the Head of Humanities to ensure the effective deployment of staff and physical resources.
- To work with the Head of Humanities to monitor the overall coherence and relevance of the Faculty's contribution to the needs of students and to the aims, objectives and strategic plans of the Academy.
- To ensure that the work done in the Humanities Faculty and Academy fully reflects the distinctive philosophy of the Aspirations Academies Trust.
- To ensure that Health and Safety policies and practices, including risk assessments, are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager, Subject Co-ordinators and Heads of Subjects as appropriate.
- Provide strategic and operational leadership of agreed whole Academy responsibilities.

Curriculum Duties:

- To ensure the provision of a broad and balanced curriculum for all students as part of the Academy's Senior Leadership Team.
- To lead and manage the work of the Head of Humanities within the Faculty to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the vision of the Academy.
- To lead and encourage innovation in curriculum development by all Faculty teaching staff.
- To be aware of wider curriculum developments across all Key Stages and to be proactive in raising these as part of the Academy's Senior Leadership Team.
- To work with staff to maintain accreditation with the relevant examination and validating bodies.

Staff Development Responsibilities:

- To work with staff to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To monitor the efficient and effective deployment of the Faculty's technicians/support staff (where appropriate).
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the Faculty.

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- To participate in the interview process for teaching posts when required and to work with middle leaders to ensure effective induction of new staff in line with Academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relationships.

High Standards Maintenance:

- To ensure the effective operation of Academy review and monitoring systems.
- To ensure the process of effective target setting within the Academy/Faculty and to work towards their achievement.
- To contribute to the Academy's procedures for lesson observation, subject review and quality assurance.
- To work with the Head of Humanities to monitor and evaluate the work of the Faculty's subject areas, in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
- To lead and monitor modification and improvement where required.

Management Information Responsibilities:

- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the Faculty and Academy.
- To provide the Local Governing Body with relevant information relating to the Faculty's and Academy's performance and development.

Managing Effective Communications:

- To ensure that all members of the Faculty are familiar with the Academy's philosophy, vision, aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry and other relevant external bodies.

Resource Management:

- To work with the Head of Humanities to manage the available resources of space, staff, money and equipment effectively and efficiently in order to maximise the educational provision for students.

Student Support Duties:

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- To monitor and support the overall progress and development of students within the Faculty, by liaising with the Head of Humanities, personal mentors and support staff.
- To contribute to and implement the Academy policy on rewards and support.
- To ensure the Behaviour Management system is implemented in the Faculty so that effective learning can take place.
- To monitor student behaviour at all times throughout the Academy and to work with duty staff to intervene as necessary.

Teaching Duties:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To contribute to the curriculum area and subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking or work to be carried out by the student in the Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.

Other Duties:

- Provide strategic and operational leadership of agreed whole Academy responsibilities.
- To adhere to the Academy's Dress Code.
- To engage actively in the performance review process.
- To continue personal development as agreed at appraisal.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) and the Principal not mentioned in the above.

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- To play a full part in the life of the Academy community, to support the distinctive aim and ethos of the Aspirations Academies Trust and to encourage staff and students to follow this example.
- To show a record of excellent attendance and punctuality.

General:

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



Assistant Principal

Person Specification

Assessed by application (A) Assessed by the recruitment process (R)

| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Knowledge and Qualifications | | |
| Degree or equivalent. | A | |
| Qualified Teacher Status. | A | |
| Exemplary, outstanding practitioner. | A,R | |
| Evidence of professional development relevant to Senior Leadership. | | A, R |
| Professional Experience | | |
| Outstanding secondary teaching experience up to and including A Level. | A,R | |
| Outstanding Middle Leadership experience. | A,R | |
| Proven experience of consistently good and outstanding teaching, delivery outstanding student attainment/progress over time. | A,R | |
| Experience of reflecting on and improving teaching practice to increase student achievement. | A,R | |

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| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Experience of being involved in raising levels of student attainment/achievement across at least two Key Stages at KS3, 4 and 5. | A,R | |
| Experience of continually improving teaching and learning through schemes of work, assessment, intervention and extra-curricular activities. | A,R | |
| Form tutoring or mentoring learners. | A,R | |
| Leadership of whole school development priorities and initiatives. | | A,R |
| Experiences of providing professional development to teachers, including coaching, mentoring and training. | | A,R |
| Experience of leading some aspects of whole school KS4 or KS5 Raising Achievement strategies. | | A,R |
| Teaching and Learning | | |
| Excellent classroom practitioner – ensures that their own classroom practice models best practice. | A,R | |
| Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward. | A,R | |
| Demonstrates resilience, motivation and commitment to driving up standards of achievement. | A,R | |
| Excellent communication, planning and organisation skills. | A,R | |
| Acts as a role model to staff and students. | A,R | |

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| Criteria | Essential | Desirable |
|---|-----------|-----------|
| Commitment to regular and on-going professional development and training to establish outstanding classroom practice. | A,R | |
| Leadership | | |
| Leadership skills already developed as a Middle or Senior Leader. | A,R | |
| Effective leader and team member. | A,R | |
| High expectations for accountability and consistency. | A,R | |
| Clear vision on how to help move to academy to the next level of performance. | A,R | |
| Vision aligned with the Trust's aspirations. | A,R | |
| Genuine passion and a belief in the potential of every student and the 'no excuses' philosophy. | A,R | |
| Motivation to continually improve standards and achieve excellence. | A,R | |
| Commitment to the safeguarding and welfare of all students. | A,R | |
| Specialist Knowledge | | |
| Outstanding understanding of effective KS3, 4 and 5 Raising Achievement strategies. | A,R | |
| Knowledge and application of data used to drive raising student achievement. | A,R | |



| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Experience of strategic marketing and promotion. | | A,R |
| Ability to present to and inspire large audiences. | A,R | |
| Excellent understanding of the OFSTED framework and what constitutes outstanding teaching, learning, achievement and leadership. | A,R | |
| Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour. | A,R | |
| Knowledge of the latest educational research, findings and best practice. | A,R | |
| Disposition/Attitude | | |
| A passion for education and making a difference to student's life chances. | A,R | |
| Vision and the ability to implement it. | A,R | |
| Ability to work as a member of a team. | A,R | |
| The ability to command respect from colleagues, parents, governors and the local community. | A,R | |
| Excellent attendance and punctuality record. | A,R | |
| Energy, enthusiasm, commitment, integrity, good sense of humour. | R | |
| Prepared to listen to others and share ideas. | R | |



| Criteria | Essential | Desirable |
|---|-----------|-----------|
| Developing successful relationships with pupils, staff, parents and Governors. | A,R | |
| Hardworking, imaginative and adaptable. | A,R | |
| Determined and resilient and doing whatever is needed to get the job done. | A,R | |
| Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies. | A,R | |
| Willing to take part in and lead extra-curricular activities. | A,R | |
| Willingness to undertake training. | A,R | |
| Other | | |
| Commitment to safeguarding and welfare of all students. | A,R | |
| Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies. | R | |
| Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement. | R | |



The Aspirations Academies Trust

The Aspirations Academies Trust (AAT), as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are:

Belonging • Heroes • Sense of Accomplishment • Fun and Excitement • Curiosity and Creativity • Spirit of Adventure • Leadership and Responsibility • Confidence to Take Action.

Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal, we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russ J. Quaglia



The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust.

For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr Russell J. Quaglia



THE 8 CONDITIONS THAT MAKE A DIFFERENCE

The 8 Conditions That Make a Difference[®] need to be in place if students are to strive for, and fulfill, their academic, personal, and social promise.



Belonging

Feeling like you are part of a group, while knowing you are special for who you are.



Heroes

Having someone who believes in you and who is there when you need them.



Sense of Accomplishment

Being recognized for many different types of success, including hard work and being a good person.

SELF-WORTH



Fun & Excitement

Enjoying what you are doing, whether at work, school, or play.



Curiosity & Creativity

Asking "Why?" and "Why not?" about the world around you.



Spirit of Adventure

Being excited to try new things, even when you are not sure if you will be good at them.

ENGAGEMENT



Leadership & Responsibility

Making your own decisions and accepting responsibility for those choices.



Confidence to Take Action

Setting goals and taking the steps you need to reach them.

PURPOSE

Supporting partners

PEARSON
FOUNDATION





Safe Recruitment Procedure

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.