



Aspirations Academies Trust
in association with AUI and QISA

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Magna Academy Poole
an Aspirations Academy

Part-time Teacher of 'A' Level Sociology and/or 'A' Level Psychology

Highly competitive salary (MPS/UPS (+TLR for suitable candidate))

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. Due to the promotion of the existing post-holder, we seek an excellent part-time Teacher of 'A' Level Sociology and/or 'A' Level Psychology (**starting January 2018**). **Precise days/hours would be negotiated with the successful candidate.**

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% highest performing schools nationally.** We have a desire to be in the top 1%.

'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)

'A' Level Sociology and Psychology

Sociology and Psychology 'A' Level is currently offered in Year 12 and 13, and are both popular courses. The exam boards for Sociology and Psychology are currently AQA.

The subjects are part of the Humanities Curriculum Area, led by the Head of Humanities. You would be a member of a highly supportive and vibrant Humanities subject team.

The Humanities team are housed in a state of the art area with a mix of classrooms, applied learning spaces and the capacity to adapt to different learning strategies. All rooms are equipped with SMART boards. The Humanities team also have an office.

The role is important to the continuing progress of the Academy. Further experiences and skill development will be provided to support your career development and promotion opportunities. Excellent further professional development is offered by the Academy, including excellent support and CPD for NQTs.



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.



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

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**
- **Units of work and lessons have been prepared and resourced already**, meaning that you are not 're-inventing the wheel' every night planning lessons and resources from scratch. Lessons will be enhanced by individuals.
- **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 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 detentions, including for homework non completion** – **you are not continuously setting detentions, running detentions and chasing non-attendance.**

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- **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.



Who are we looking for?

- We are looking for an exceptional individual to play an important role in our unique and growing Academy.
- The successful candidate will be an **excellent teacher of 'A' Level Sociology and/or Psychology**.

What we can offer you

With great students who behave impeccably, an outstanding team of staff, state of the art facilities, and a very pleasant location in beautiful Dorset, Magna Academy offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

OFSTED highlighted our very effective staff training and support and outstanding CPD.

As a rapidly growing academy, and as a newly designated NCTL Teaching School, you would be **joining us at a very exciting time** and become part of a vibrant learning community that will offer you fantastic opportunities for **CPD, career development, future promotions** and for you to be able to make your mark.

Our tight, robust and no-nonsense behaviour systems ensure you can really teach. Highly visible senior leaders run centralised detentions.

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National Teaching School (NTS)

You will really benefit from all that being a Teaching School has to offer.

Teaching schools take a leading role in recruiting and training new entrants to the profession. They identify and develop leadership potential, provide support for other schools, and work with schools across their alliance to raise standards of teaching.

Introduced in 2011, teaching schools are all rated as 'outstanding' schools. They work with partner schools in an alliance to ensure high quality school-led initial teacher training and professional development opportunities for teachers at all stages of their career. They raise standards through supporting other schools, engage in research and development, and ensure that the most talented school leaders are spotted and supported to become successful headteachers.

Roger Pope, Chair of the National College for Teaching and Leadership, said: *'I'd like to congratulate Magna Academy - they should be very proud of this achievement. Teaching schools are at the heart of school improvement. They're supporting other schools, attracting and training the best new teachers and developing the next generation of leaders. At NCTL, we want to do all we can to support their work.'*

National Support School (NSS)

If you join Magna, you will also be joining a NSS, and as such you may also have future opportunities whilst at Magna to help support a school that is struggling in challenging circumstances. **To help you do this, you may have the opportunity to become a [Specialist Leader of Education](#).** This would offer you outstanding professional development and career enhancement opportunities.



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 over a 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 2rd/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). 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.

Yours faithfully,

Richard Tutt

Principal

If you would like to take your career to a very different level, then please apply to:

Zoe Challis, email: zchallis@aatmagna.org or Tel: 01202 604222

Closing date for applications – 9am Friday 17th November

For more information, please visit: www.aatmagna.org



Part-time Teacher of 'A' Level Sociology and/or 'A' Level Psychology at Magna Academy

Job Description

The part-time Teacher of A Level Sociology and/or A Level Psychology at Magna Academy shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The part-time Teacher of A Level Sociology and/or A Level Psychology Teacher is directly accountable to the Humanities Subject Co-ordinator, to contribute to the educational success of the subject(s) within the overall framework of the Aspirations Academies strategic plan as well as the individual Magna Academy Poole strategic plan. The part-time Teacher of A Level Sociology and/or A Level Psychology is responsible for contributing to the effective day to day operation of the Humanities area, whilst fully supporting the Humanities Subject Co-ordinator and Head of Faculty (Assistant Principal) to ensure an effective educational provision.

Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.

Operational and Strategic duties

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To contribute to the subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To contribute to the whole Academy's planning activities



Curriculum Duties

- To liaise with the Subject Co-ordinator to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the vision of the Academy.
- To assist the Subject Co-ordinator, Head of Faculty and Vice Principal to ensure that the curriculum area provides a range of teaching which complements the Academy's Strategic Objectives.
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Aim and Strategic Objectives.

Staff Development Responsibilities

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

High Standards Maintenance

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Management Information Responsibilities

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To support the subject coordinator in monitoring data and progress across the team

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Managing Effective Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To follow agreed policies for communications in the Academy.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Resource Management

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Co-ordinator to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

Student Support Duties

- To liaise with the Subject Co-ordinator and Head of Faculty to ensure the implementation of the Academy's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and Citizenship and enterprise according to Academy policy.
- To apply the Behaviour Management systems so that effective learning can take place.



Teaching Duties

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in 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 that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- 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, the subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Duties

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.

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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.

Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the AAT.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the academy's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.



Person Specification: Part-time Teacher of 'A' Level Sociology and/or 'A' Level Psychology

Assessed by application (A)

Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent	A	
Qualified Teacher Status	A	
Professional Experience		
Successful teaching experience.	A,R	
Evidence of team work and supporting colleagues effectively.	A,R	
Experience of successful organisation and administration.	A,R	
Experience of curriculum management issues.	A,R	
Teaching and Learning		
Knowledge of curriculum developments related to the post.	A,R	
Ability to communicate effectively with different audiences, orally and in writing.	A,R	
Ability to use recent developments to inform own and others practice.	A,R	
Good ICT skills.	A,R	
Good understanding of how children learn and how to raise standards of achievement.	A,R	
Ability to interpret and act on a wide range of key data.	A,R	
Good organisational skills.	A,R	

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Criteria	Essential	Desirable
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To support the continuing professional development of colleagues including their own.

A,R

Disposition/Attitude

A passion for education and making a difference.

A,R

Vision and the ability to implement it.

A,R

Ability to work as a member of a team.

A,R

Leadership skills

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

Developing successful relationships with pupils, staff, parents and Governors.

A,R

Work well under pressure.

R

Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies.

A,R

An Aspirations Academy

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.

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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.

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MY
VOICE
aspirations.org

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.