



# CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better



May 2018

Dear Candidate

Welcome to Richmond Park Academy and thank you for your interest in our school. Richmond Park Academy, a co-educational secondary school in Richmond upon Thames, opened in September 2010 and is part of Academies Enterprise Trust (AET), the largest nationwide, multi academy sponsor in the country.

AET are a national network of 63 primary, special and secondary academies. We are passionately committed to inspiring children and young people. We firmly believe that all young people deserve to become world class learners - to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Richmond Park Academy recently enjoyed a £10m refurbishment and has an exciting future. This appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours faithfully

Paul Mundy-Castle  
Principal

## **Richmond Park Academy**

Richmond Park Academy (RPA) is situated in East Sheen, close to Richmond Park, which is the largest of the capital's eight Royal Parks and the biggest enclosed space in London. Richmond, Kingston and the West End are all between 15 and 30 minutes journey from the school and our proximity to central London means that students can benefit enormously from the vast range of social, cultural, sporting and academic opportunities that we are able to access. Our student body is diverse, exciting, and talented - and the same is true of our staff. We put huge emphasis on professional development, much of it in-house, and are proud of the high number of good and outstanding teachers who work in our school. We are also noted for our 'can do' attitude. We are keen, always, to encourage new and/or young staff to make their mark as soon as they are ready.

Many targets have been achieved on the road to achieving our goal of becoming the preferred secondary school choice in our local area. Incoming cohorts are now at healthy numbers and forecast results for upcoming years are looking strong. We are looking to deliver consistent results that accurately reflect the skills and commitment of teachers and students alike and we want those results to ensure that RPA becomes the school of choice for all local parents. Many in this affluent area take the independent route. Our challenge is to compete and deliver a compelling alternative.

The school completed a £10m rebuild and refurbishment programme, including the introduction of a 6<sup>th</sup> form, in 2014. Our Year 7 base, the Acorn, is innovative and very effective in ensuring a smooth transition for Year 7s into the academy. Our 2017 Ofsted reported that we were a "good" school in all categories. The inspector wrote: "The principal has galvanised the school community with his high aspirations to improve outcomes for pupils. He is tenacious and inspires staff."

For us, balance is key. Students are encouraged to participate in as many different activities as possible and make the most out of their time with us. We are very proud of our extensive and free extra-curricular activities which are challenging, varied but inclusive. The wide range of student backgrounds - socio-economic, ethnic and academic - is a reason for the schools investment in spiritual, moral, social and cultural development (SMSC) and extra-curricular opportunities. We consider this approach to be a huge strength of the school. Those considering higher education have frequent opportunities to visit a range of redbrick and Russell Group universities. In addition, whilst we are focused on good behaviour and standards we are also a happy school. A core part of our ethos, encapsulated in our RPA pledge, is kindness. This is a fundamental part of our teaching. RPA sends kind and well educated young people out to further education or the world of work and we are proud of that balance.

If you would like to be a part of our journey, please visit our website for more information and details of how to apply.



## **JOB DESCRIPTION**

**Post:**                      **Teacher**

**Responsible to:**    **Director of Faculty**

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### **Main Purpose of the Role**

General professional duties of all teachers are specified in the Conditions of Employment. In addition to the duties and responsibilities set out below this post is to be performed in accordance with the School Teachers' Pay and Conditions Document and the full range of teachers' duties set out in that document.

### **Particular Duties:**

A teacher is responsible for:

#### **Their own Professional Development**

- keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with the Vice Principal for Curriculum
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to school policies and practices
- setting a good example to the students they teach in their presentation and their personal conduct
- participating in Appraisal arrangements

#### **Teaching and Managing Student Learning**

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught
- setting appropriate and demanding expectations for students' learning and motivation
- setting clear targets for students' learning, building on prior attainment and considering each student as an individual
- using Provision Maps to identify students who have special educational needs, and
- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time
- using teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- setting high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships

- ensuring that students are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
- liaising effectively with support staff working within Department
- providing extracurricular activities to extend and challenge students for at least two after school sessions per week each of forty-five minutes

### **Monitoring and Assessing Student Progress**

- marking and monitoring students' class and homework providing constructive oral and written feedback, setting targets for students' progress
- assessing how well learning objectives have been achieved and use this assessment for future teaching
- maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for students taught, including members of the tutor group
- producing and analysing teaching group examination predictions and results as requested by the Head of Department and the Vice Principal Academic
- participating in departmental discussions of student targets and progress and of the development of strategies to meet departmental targets
- overseeing the pastoral needs of all students taught and passing on any concerns to the appropriate member of staff
- mentoring and negotiating individual targets for tutees

### **Duties as a Form Tutor**

- offering care and support to students in all aspects of their academy life and prepare them for adult life
- developing an understanding and knowledge of each student as an individual
- enabling students to play an active role in all aspects of the Academy's tutorial and PSHE programme

### **Resources within the Department**

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- ensuring that departmental rooms present a stimulating and tidy environment
- implementing the Academy and Departmental Health and Safety Policies

### **Communication with Parents**

- attending any appropriate meetings with parents
- providing informative reports to parents
- raising, in consultation with the Head of Year, particular concerns regarding tutees with parents

### **Internal Communication**

- representing the views and interests of the Department to the Head of Department and
- providing information required by HODs, HOY, SENCO, SLT

- actively participating in Departmental/Year Group/Group Tutor meetings

### **Staff Absence**

- ensuring that appropriate work has been set and that the resources required are available
- supporting supply staff who are working within the Department

### **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

### **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

### Person Specification

CRITERIA	STANDARD	E/D	MEASURED BY
Qualifications	A graduate in a relevant discipline	E	Application form
	To hold a teaching qualification that is recognised by the DFE	E	Application form
Teaching	Recent evidence of delivering at least consistently good quality of teaching	E	Application form/Interview/Lesson Observation
	Good understanding of effective and engaging teaching methods	E	Application form/Interview/ Lesson Observation
	Excellent classroom practitioner, who is passionate about teaching	E	Application/Interview/References
	The ability to engage, enthuse and motivate students	E	Application form/Interview/ Lesson Observation
	Ability to teach the relevant subject area at Key Stage 3, 4 and 5	E	Application form/Interview/ Lesson Observation
	Experience of the use of ICT to enhance the teaching and learning processes	D	Application form/Interview/ Lesson Observation
Assessment	An understanding of the use of assessment to inform planning	E	Application form/Interview
	Evidence of improved student outcomes	D	Application form/Interview
	The ability to monitor student progress through the use of ICT	D	Application form/Interview

Planning	The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students	E	Application form/Interview/Lesson Observation
	The ability to set consistently high expectations for all students through class work and homework	E	Application form/Interview
	A willingness to be involved in extended curriculum opportunities in the subject area	D	Application form/Interview
Professional Attributes	Highly Motivated	E	Application form/Interview
	Respond well to a challenge	E	Application form/ Interview
	Maintain high professional standards		Application form/ Interview/Lesson Observation
	Excellent communication skills	E	Application Form/ Interview/Lesson Observation
	Commitment to own professional development	E	Application form/ Interview
Attitude	Commitment to the Academy's aims, ethos and vision	E	Application form/Interview

## **Academies Enterprise Trust**

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

### **Ethos Statement**

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

### **Values and Beliefs**

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

## Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have to access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



## **Google Education**

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!



## Staff Benefits

### Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes



### Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

### Financial

- Pension

### Health and Wellbeing

- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits

## **Academies Enterprise Trust, Safe Recruitment Procedure**

Academies Enterprise Trust 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.

### **Disclosure and Barring Service**

A Disclosure and Barring Service Certificate will be required for all posts.

### **Shortlisting**

Only those candidates meeting the right criteria will be short listed.

### **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference Checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

### **Equal Opportunities**

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

### **Data Protection**

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you

are appointed, in which case the data you have supplied will form the basis for your individual staff record.