Aspirations Academies Trust
in association with AUI and QISA

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Park Academy West London
an Aspirations Academy

Teacher of Science
MPS/UPS
January/April 2018 start

Application Pack



Welcome to Park Academy West London

Thank you for your interest in the role of **Teacher of Science** at Park Academy West London. We wish to add capacity to our talented team of teachers through appointing an excellent Teacher of Science with a real passion for engaging children in learning coupled with an ambition to both hone their craft and contribute to developing Science department.

Each member of staff at Park Academy shares a drive to equip students with the qualifications, qualities and skills to reach their personal ambitions working together creatively to overcome any hurdle which might otherwise disadvantage our children.

We all have the highest aspirations for every student and provide exceptional education and pastoral care for each individual. As a result, children perform tremendously well in external examinations. This year our A level students managed to secure some outstanding results:

74% A* - C grades
53% A* - B grades

Eight students gained entrance into a Russell Group university of their choice.

We aim to provide a positive and supportive environment where young people achieve their full potential. Park Academy West London is a new school for a new age. We aspire to provide outstanding education for our young people and aim to ensure that not only our students but the whole community become proud of the Academy and its successes.

We are the one chance of success for our students and we are persistent and resilient in supporting students to overcome any obstacles they may face. We are looking for someone who is passionately interested in teaching and learning who will share our drive to engage and motivate every child to achieve the very best outcomes. The successful candidate is, or will have the ambition to become, an excellent classroom teacher capable of leading others to continually improve their practice.

Juan Delgado
Interim Principal

Visits are welcomed and encouraged
To arrange a visit or for more information please contact
Moira Canning, PA to the Interim Principal
E-mail: recruitment@park-aspirations.org

Park Academy West London
Park View Road
Hillingdon, Middlesex
UB8 3GA

Vision and Ethos

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 engaging and challenging curriculum designed to ensure all students develop the knowledge, skills and attributes essential for success in the 21st Century.

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

High Expectations

We expect all students to meet the highest standards, and work with families and the community to ensure that our students meet our high expectations.

Active Engagement in Learning

Park Academy West London teachers provide engaging, challenging and relevant teaching and learning. Our Co-ordinators are a key leadership group who exemplify the classroom excellence and nurturing pastoral care we expect from every teacher and academic mentor.

Teaching and Learning

Park Academy West London teachers provide engaging, challenging and relevant teaching and learning. Our teachers are a key group who drive new initiatives and exciting new pedagogies within Park Academy West London and across the Aspirations Academies Trust.

Our Future Ambitions

To become an outstanding academy that provides exceptional opportunities for students. We are dedicated to developing life-long learners and students who when they graduate from school and university are able to contribute positively to society.

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

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 Science** and will also play an important pastoral role in leading an Academic Mentoring (Tutor) group.

It will be an exciting opportunity for an individual to develop their career within the Department and Academy.

What can we offer you?

With great students, an outstanding and supportive team of staff and an Academy in a well-connected location just, Park Academy West London offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

Aspirations Teaching School Alliance

As part of the successful and growing Aspirations Academies Trust we are a part of the newly designated NCTL Teaching School Alliance. 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.

The Science Department

Our Science team is growing and developing. Currently there are seven members in the team, specialising in all three areas of Science. Our team is experienced at delivering Science in all three areas at all three Key stages. We have staff who are experienced mentors with Teach First, NQTs and other Graduate training programmes

In Science Year 7 and Year 8 students study the National Curriculum for Key stage three over two years, they follow the pathway recommended by AQA for a five year model. Practical skills are embedded from the start so students build on their skills through their time at Park Academy. Students' start GCSEs in Year 9 and they all follow the Triple pathway, to give them specialist subject teaching. Science A Levels are popular and many students go on to study Science at University.

We are looking to grow the science team and develop a truly inspirational curriculum designed to ensure students leave with the essential skills necessary for further study at university.

Teacher of Science
(MPS/UPS)

Job Description

Department: Science	**Accountable to:** Co-Ordinator: Science
Main scale dependant on experience	**Employment Type:** Full time, paid

Principle Accountabilities

- Establish and safeguard a focus and commitment to high quality teaching and learning that meets the teaching standards and ensures that all students are given every opportunity to gain success in terms of formal accreditation and personal development.

- To agree, monitor, evaluate and be accountable for student progress targets and to make a measurable contribution to whole Academy targets.

- To work collaboratively with partner schools and academies to support the development and maintenance of high quality teaching and learning across the West London District at all Key Stages.

Professional Duties

- To be accountable for student progress and development in Science classes at KS3, KS4.

Teaching

- To plan, prepare and teach the curriculum in line with statutory requirements and the academy's schemes of work, ensuring teaching of the highest standard.
- To plan and lead intervention as necessary to support students to reach their full potential.
- To ensure that lessons consistently model best practice and their classroom becomes a beacon of excellence.
- To create a stimulating, organised, interactive and informative learning environment that encourages each child to achieve their potential.
- To work co-operatively as part of a teaching team, including planning work for support staff.
- To monitor and assess pupils' work, using these assessments to inform planning and set targets that promote continuity and progression.
- To ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all.
- To work in partnership with parents and other members of staff to promote the wellbeing and educational progress of each pupil.
- To maintain good order and discipline within the class, in line with the academy's behaviour policy.

Learning and Developing

- To actively take part in professional development, sharing expertise and experiences as required.
- To actively extend own professional learning via collaborative study, attendance at INSET and reading to keep abreast of new developments.
- To engage in enquiry-based learning as part of the academy's approach to strategic improvement in order to maintain and develop a teaching and learning environment of the highest standards.

Wider Academy Duties

- To contribute to providing a positive and continuous learning culture that promotes achievement, personal well-being and safeguarding among students and academy staff.
- To follow guidance and support from members of the leadership team in relation to utilising opportunities for further career development.
- To be involved in and lead extracurricular activities.
- To work alongside other members of staff to review and innovate the curriculum.
- To develop resources and examples of best practice that can be shared to contribute towards our vision for a seamless transition.
- To follow academy policies under the direction of the Principal and SLT.
- To meet the expectations set out in the National Teachers Standards (Sept 12).
- Undertake any other reasonable professional task as directed by the Principal.

Conditions of Service

General conditions applying to this post are set out in the Trust's contractual framework for teaching staff.

Special Conditions of Service
Due to the nature of the post, candidates are not entitled to withhold information regarding convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198).

Candidates are required to give details of any convictions in the application process. Furthermore appointment to this position is subject to submission of a certificate issued by the Disclosure and Barring Service that is considered satisfactory by the Trust and confirms the appointee is not included on the Children's Barred List.

Further pre-employment checks will be undertaken in accordance with the Education (Independent School Standards) Regulations 2014 (as may be amended from time to time) and any additional statutory guidance (e.g. Keeping Children Safe In Education issued by the DfE). Disclosure of a criminal background will not necessarily prevent employment – consideration will be given to the nature of the offence(s) and when they occurred.

Equal Opportunities
The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies and ensure inclusive practice and equality of opportunity for all.

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

Park Academy West London 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.

Person Specification – Teacher of Science

A – Assessed in Application / I – Assessed in Interview / R – Assessed through references

Criteria	Assessed by
Qualifications and Training	
Hold a relevant degree or equivalent qualification.	A
Hold a recognised full teaching qualification (including the holding of qualifications of at least Level 2 in Maths and English)	A
Any further relevant training.	A
Experience	
At least two years successful teaching experience with demonstrable impact on student progress.	AIR
Experience of raising achievement in present post.	AIR
Professional Knowledge, Understanding & Skills	
Knowledge of curriculum developments related to the post.	AI
Ability to use recent developments to inform own and others practice.	I
Proficient in Microsoft Office applications (Word, Excel, PowerPoint, Internet and email) and in using student record information systems	I
Good understanding of how children learn and how to raise standards of achievement.	I
Ability to interpret and act on a wide range of key data.	AIR
Good administrative and organisational skills.	AIR
Personal and Interpersonal	
A passion for education and making a difference with demonstrable commitment to achieving the highest possible standards for all learners and a proven record of enabling learners to fulfil their potential.	AIR
Excellent interpersonal skills and the ability to communicate effectively, both orally and in writing, with all stakeholders demonstrating the ability to command respect from students, parents, colleagues governors and other members of the community.	AIR
Demonstrable resilience evidenced by ability to work effectively and reliably under pressure.	AIR
The ability to adapt to varied roles, responsibilities, schedules and contexts.	IR

Effective in taking the initiative and showing a spirit of adventure to explore and expand their own learning independently beyond the basic mastery of skills.	AIR
Effective reflection - Examine and critique the work or performance of themselves and others to make modifications and continuously improve.	AIR
Effective in managing behaviour and in motivating all learners to make a positive contribution to the learning environment and fulfil their potential for learning.	AIR
Effective ability to assess the emotions of others and adapt words, tone and body language to build strong productive relationships and cooperate with others as an effective member of teams.	IR
Excellent attendance and punctuality record.	R
Strong ability to collaborate with demonstrable capacity to be a good team leader.	IR
Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes	AIR
Commitment to the safeguarding of all learners.	AIR

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 & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & 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.

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.

Continuous Professional Development

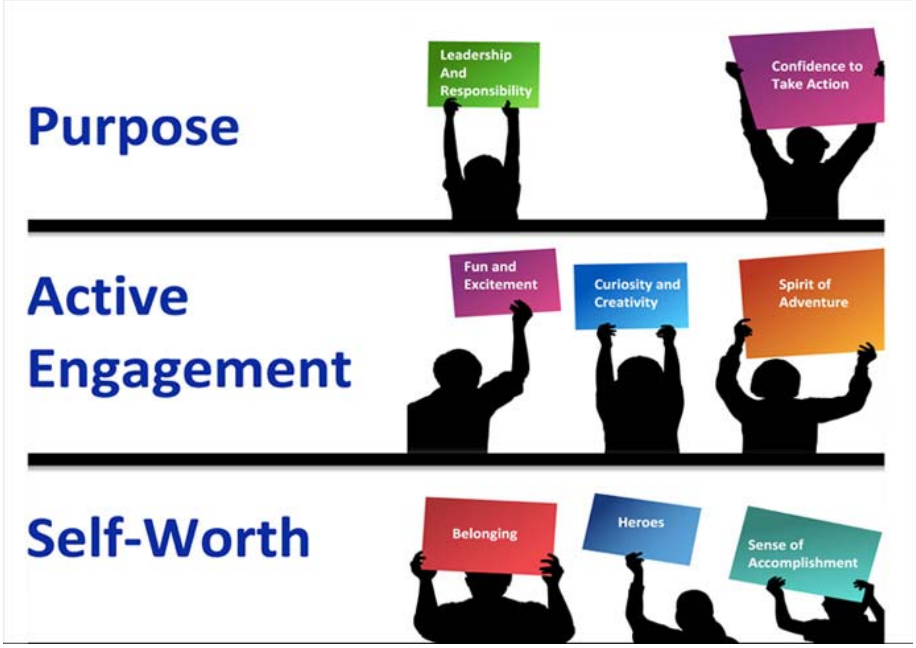
We offer unique and bespoke training for staff at all levels. This includes Senior Leadership Training, Aspirations Training - Level 1 & 2, Polishing Pedagogy, Coaching and Mentoring. Staff will be supported to develop a positive orientation to professional learning as reflective practitioners and will be empowered to take ownership and responsibility for their professional learning and development.

We strive to embed the voice of students (for example, through My Voice, iKnow My Class Surveys and student voice and leadership developments) and the active engagement of students in the process of CPD and staff professional learning.

Promoting Aspirations Project

CPD in AAT Academies will have a research orientation. All staff will be expected to engage annually in a Promoting Aspirations Project and make use of research reports to inform their practice. The Promoting Aspirations Project is undertaken over the course of an academic year. Staff can conduct their Promoting Aspirations Projects alone or in collaboration with a small group of colleagues from within their academy or across Aspirations Academies. Innovation Awards will be given to the best projects and they will be shared with other staff at the yearly forum when all staff from all academies come together for an exciting event.

Aspirations Framework



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The 8 Conditions That Make a Difference

CORWIN | QUAGLIA STUDENT VOICE



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.

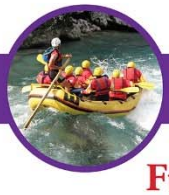


SELF-WORTH

Belonging
Feeling 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.



ENGAGEMENT

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.



PURPOSE

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.

www.studentvoicesurveys.com **www.corwin.com**

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.