

CANDIDATE INFORMATION BROCHURE
AYLWARD ACADEMY

To inspire young people to make their best better



September 2017

Welcome from the Principal

I am delighted to welcome you to Aylward Academy. The unrelenting focus by staff on the success, achievement, welfare and happiness of students has created a vibrant ethos and an Academy where students want to come every day.

We are a caring community. Focussed individual feedback, which is essential for academy development, is guaranteed to all students. Our Vocational Hub provides additional support to students in all year groups should it be required.

`*It is an outstanding, caring environment for students where high expectations have a huge impact on attainment, progress and wellbeing.*` **Inclusion Quality Mark 2016.**

As an Academy we also have the flexibility to be innovative and creative in our approaches to curriculum, teaching and organisation. We aim to open minds and to open doors to new and exciting opportunities for our young people. Our Sixth Form programmes enable all students to stay here for seven years and include qualifications with formal and work based placements. We are at the forefront of curriculum innovation. Oracy is taught as a curriculum subject in Years 7 and 8 to develop confidence in speaking. Students have led in the design of a completely new course SMSC, which has been a highly popular and valued option for our students.

`*The provision of spiritual, moral, social and cultural education at the Academy has a huge impact on increasing students' awarementss and knowledge of the world and in preparing them for life in modern Britain.*`

There are countless other opportunities for students to gain in leadership skills at Aylward Academy as we believe that students who are challenged by new and exciting learning experiences and whose personal skills, talents and abilities are extended will be best placed to reach their full potential. We aim to and are successful at developing students with a real sense of believe in what they can do.

Our resources for learning are exceptional, we have invested heavily in Information Technology and there are enough devices at the Academy to ensure that all students have access to state of the art technology in all lessons, the use of Google Classroom as a Forum for learning has had significant impact on student attainment. Our learning spaces include playing fields, Gyms and a Sports Hall, Dance and two Drama Studios. The building is modern, clean, and spacious.

Aylward Academy is proud to be part of a wider family of academies with the Academies Enterprise Trust and the opportunities for support, innovation, collaboration, partnership and excellence that ensures that we fulfil our duty to inspire young people to make their best better.

We look forward to welcoming you to Aylward Academy.

Yours faithfully

Remo Iafrate
Principal

Aylward Academy

At Aylward Academy, our objective is to provide all students with a first class education. Why? Because we believe that a solid education is vital in today's world. We recognise that every student has different needs and that it's our job to meet them. We not only educate students about life, we prepare them for life. Whatever a student's ambition, we will give them the best possible start.

Central to an outstanding academy is having teachers who are outstanding. We hope that you will find out as much as possible about Aylward Academy from this brochure and our website and look forward to receiving your application to join an academy that has moved from Special Measures to Good in just over two years.

Key Priorities to becoming a Great School

- Excellent attainment at KS4 and KS5 as well as achievement
- Excellent provision for life beyond school
- Strive for an outstanding curriculum which is based on the balance of academic, vocational and persona curriculum
- Strive for excellent pastoral support with particular emphasis upon the emotional challenges which students can encounter
- The most safe and most welcoming environment
- Continuous celebration of equal opportunities, diversity and respect for each other
- All at Aylward are engaged achievers
- Excellent relationships between all e.g. student to staff, student to student, staff to staff

Our Learning Aims and Ethos

At Aylward Academy, our aim is to enable all students to achieve in a learning environment where everyone works as part of a community, sharing mutual respect and feeling safe in a supportive atmosphere. All of our students understand our behaviour for learning policies, where staff and student conduct themselves with dignity and have high expectations about the Academy Code of Conduct.

We want our students to enjoy the opportunity to learn in a safe environment where learning is the key priority for all, and there is an expectation of politeness and good manners at all times. Everyone is expected to make a positive contribution to Academy life and engage with the many learning opportunities on offer from our extended curriculum.

Ofsted

Aylward Academy, is delighted to announce that they have just been graded as a "Good" Academy in all categories in their latest Ofsted report. Aylward Academy opened in 2010 and in a short amount of time the Academy has moved up from a school that had a "Notice to Improve", (grade 4) to an Academy that is now "Good" (grade 2). The staff and pupils are extremely proud of this huge improvement and are determined to keep up the hard work to ensure Ofsted, when they return, find the Academy to be an "Outstanding" institution.

In the latest Ofsted inspection the report confirms that, "Students make good progress across a range of subjects" (Ofsted November 2016).

Leadership and Management of the Academy was praised within the report. The Ofsted team found that, "Leaders have focused on ensuring that the curriculum is wide and varied to meet the needs of the diverse pupil population". Also, "Middle leaders share senior leaders' vision for the school".

The Academy continues to see an improvement in results, especially students gaining A and A* at G.C.S.E. and consistently records very high pass rates at 'A' level.

Remo Iafrate, Principal of Aylward Academy, is delighted that the Inspectors confirm that the Academy is now well placed to become outstanding. He said, "The report demonstrates the amazing students and staff we have here at the Academy. Both students and staff work hard to achieve their goals and it is rewarding to see this has now been acknowledged by Ofsted"

To view the full report please follow the link below:

http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136147

Job Description

Job title: Head of Physics

Salary: TLR 2cii

Purpose:

To run an effective Physics Department to ensure that students make good progress and achieve well at Key Stage 3, 4 and Key Stage 5 with a view to develop Physics at Key Stage 3.

Responsible to: Leader of Faculty, Science

Responsible for:

- NQT's, BT's and Teach First within the Department
- Classroom teachers within the Department
- In liaison with Head of Science, to be responsible for the selection and delivery of examination courses and related communications with examining boards and officers
- Student programmes, including coursework catch up, boosters and revision sessions, extra-curricular and enhancement activities.
- The maintenance of records and data systems within the Department relating to student tracking, examination and unit entry and completion, student reports and profiles.
- Ensuring a system to provide cover work in the absence of colleagues within the Department

Leadership and Management:

Staff:

- The monitoring and evaluation programmes required to support all staff within the Department
- Teachers of Physics and all those involved with teaching of Physics

<u>Operational and Strategic Management</u>

i. Curriculum

a. To ensure courses delivered meet requirements set by examining bodies
b. To ensure Schemes of Learning, Curriculum Maps, lesson plans and resources are in place to support all staff delivering courses within the Department

ii. Pastoral

a. The development and maintenance of systems to ensure the progress of all students through courses offered within the Department.

b. The development of appropriate opportunities to develop students through the A,G& T programmes, catch up and other programmes delivered through the department

iii. Pastoral Duties

a. Be a form tutor to an assigned group of students
b. Promote the general progress and well-being of individual students and of the form tutor group as a whole.
c. Liaise with the pastoral leader to ensure the implementation of the academy's pastoral system.
d. register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life
e. contribute to the preparation of Action Plans and progress tiles and other reports
f. alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
g. communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
h. contribute to PSHCE and citizenship, enterprise and academy days according to school policy

Other Professional Requirements

a. Have a working knowledge of teachers' professional duties and legal liabilities
b. Operate at all times within the stated policies and practices of the academy
c. Maintain an up to date knowledge of good practice in teaching techniques
d. Know subject(s) or specialism(s) to enable effective teaching
e. Take account of wider curriculum developments
f. Incorporate national strategies in all teaching
g. Communicate learning objectives
h. Contribute positively and effectively to the Every Child Matters agenda
i. Undertake professional development to enhance teaching and pupils' learning, and
    - Apply outcomes and identify impact
    - Share outcomes with colleagues
j. support the performance management process and use the process to develop the personal and professional effectiveness of staff
k. Take responsibility for professional learning
l. To ensure reports, profiles and other Contacts with students and parents and Heads of Learning arc provided promptly and in line with academy procedures

Assessment, Reporting and Recording:

Record Keeping:

a. Use performance data to evaluate pupils' progress and set appropriate targets for improvement
b. Use assessment to inform planning and teaching
c. Report on progress to all stakeholders
d. Maintain records, analysis and reports on progress of purposes for Governors, SLT and Middle Leaders as appropriate

Teaching and Learning:

Areas of Responsibility and Key Tasks:

a. Leading, developing and enhancing the teaching practice of other staff who teach Geography related courses
b. Work with class teachers to ensure Programmes of Study, Schemes of Learning, Curriculum maps, Lesson Plans and resources are up to date and appropriately differentiated to ensure a suitably varied and differentiated curriculum that promotes the right blend of challenge and support for all Geography courses offered by the department
c. To plan and implement strategies to improve teaching where needs are identified
d. To provide induction, support and monitoring for new staff to the department
e. To act as a role model of good practice for other teachers in the department, modelling effective strategies with them
f. Demonstrate good classroom practice in teaching a range of the academy's pupils through effective differentiation strategies
g. Develop and maintain an up-to-date knowledge of current thinking and major initiatives on teaching and learning of ICT and Computing
h. To manage examination entry and coursework assignment completion within the Department

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

a. Understanding and applying effective classroom management
b. Understanding and applying a range of teaching strategies
c. Positively targeting and supporting individual learning needs
d. Maintaining high levels of behaviour and discipline
e. Effectively using homework and other extra-curricular learning opportunities
f. Demonstrating appropriate consistent progress
    - for the majority of pupils
    - across all teaching areas

Other Clauses

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.
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.
7. In accordance with the Serious Crime Act 2015, to immediately report to once of the safeguarding team, suspected or known cases of female genital mutilation (FGM).

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

Qualification and Experience

Essential

- Degree and Teaching Qualification
- Enhanced DBS
- Ongoing CPD portfolio
- At least 1 years' teaching experience in a Secondary School
- Evidence of successful experience of curriculum/subject development
- Experience of successfully managing student improvement

Desirable

- Experience of managing examination entry procedures

Knowledge, Skills and Abilities

Essential

- An experienced and strong classroom practitioner
- Understanding of the characteristics of high quality teaching and effective learning
- Evidence of successfully planning and implementing curriculum developments
- Knowledge of current whole school developments in education
- Evidence of leadership skills
- Proven ability to work helping improve classroom practice
- Ability to build and work with an effective team
- Excellent written, verbal and non-verbal communication skills
- Ability to work under pressure, meet tight deadlines and pay attention to detail
- High level of interpersonal skills with the ability to maintain a positive profile with pupils, staff and parents
- Good ICT skills

Desirable

- Evidence of having had a positive impact in performance management outcomes

Personal Attributes

Essential

- Patient and persistent
- Tactful, respectful and sensitive to the needs of others
- Enthusiastic with a positive and optimistic outlook
- Personal attributes: Positive, enthusiastic, tolerant, committed to excellence, respectful, enjoys hard work

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 64 schools (Primary, Secondary and Special) across England.

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.



Secondary
Primary
Special

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

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.

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.