Aspirations Academies Trust
in association with AUI and QISA

Tachbrook Road, Feltham, Middlesex, TW14 9PE
Tel: 020 8751 9888
Email: info@aspirationsacademies.org
www.aspirationsacademies.org

Magna Academy Poole
an Aspirations Academy

Teacher of English

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

with opportunity to become a Lead Practitioner and/or Specialist Leader of Education (paid on Leadership scale)

Application Pack









Ofsted Outstanding 2014 2015

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 Russel J Quaglia

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Welcome to Magna Academy

Thank you for considering Magna Academy Poole for your next appointment. We seek an excellent English teacher **(September 2018 start) – full-time or part-time. This position has arisen due to the continued growth of the Academy (we are rapidly expanding and will reach 1200 students by 2019) and designation as a NCTL National Teaching School and National Support School.**

This is an excellent opportunity for either an **NQT or someone wishing to further develop their career, with development opportunities to either take on TLR responsibilities and/or become a Specialist Leader of Education (SLE) or Aspirant Lead Practitioner/Lead Practitioner (paid on the Leadership pay scale).**

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%. **In 2016, 85% of students achieved A*-C in GCSE English Language. The department was ranked in the top 1% of highest performing English departments in England for progress in 2016.**

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

'Students make exceptional progress.' **(OFSTED, June 2015)**

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

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

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

The English Department

The English department is an outstanding, high performing and dynamic team currently consisting of 8 teachers and 2 1:1/small group English tutors. The department consists of an

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established, highly skilled and experienced team, including two Assistant Principals, a Subject Co-ordinator, a Deputy Subject Co-ordinator and another TLR holder. Two members of the team are also Aspirant Lead Practitioners and one member is a Lead Practitioner.

Six of the team are trained AQA GCSE English Language and Literature examiners.

The English department achieve outstanding results. In 2016, 85% of students achieved A*-C in GCSE English Language. The department was ranked in the top 1% of highest performing English departments in England for progress in 2016.

We believe in <u>teaching to the top</u> and scaffolding downwards for <u>all</u> students.

They are housed in a state of the art English area with a mix of classrooms, applied learning spaces, 1:1/small group English tutor rooms and the capacity to adapt to different learning strategies. All rooms are equipped with SMART boards.

Students follow a five year GCSE plan in Language and Literature from Year 7-11. There is a highly challenging curriculum in place from Year 7, together with an intensive focus on literacy and reading. The exam board for GCSE is AQA.

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

We offer **A Level English Literature in Year 12 and 13.**

Yr 7-11 have dedicated 'DEAR' reading time every day, where a Penguin Classic story is read. Year 7 and 8 students also complete 30 minutes independent reading per night as part of their homework.

Our reading and literacy strategies are informed by Lemov's 'Reading Reconsidered.'

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.

<u>As an Aspirant Lead Practitioner/Lead Practitioner you would play a key role in further developing the curriculum and pedagogy in English and across the Academy/Teaching School</u>

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Alliance. You would be a member of the Academy Teaching and Learning Team, and be directly line managed by the Assistant Principal: Director of Pedagogy.

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Vision and culture

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

We teach a highly challenging academic curriculum for all students.

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

This vision is outlined in our Mission Statement:

EVERY CHILD

All children can be successful, regardless of their background.

HIGHEST ASPIRATIONS

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

NO EXCUSES

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

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

OUR VISION

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

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

The Aspirations Trust core purpose is to develop young people with the aspirations, skills, qualities and high-level qualifications that will enable them to be the very best they can be, enabling them to compete on a global stage. To achieve this in a highly complex and ever-

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changing world, we have to ensure that our educational provision is always relevant, innovative, evolves in response to changing needs and provides an outstanding education for all our students. **The Trust's three guiding principles underpin our vision; self-worth, engagement and purpose.**

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

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

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

1. 'Work Hard. Be Kind.'

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

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

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

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

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

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

To serve their turn long after they are gone,

And so hold on when there is nothing in you,

Except the will that says to them: 'hold on'!'

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

2. <u>'100% Everyday. No Shortcuts.'</u>

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

3. <u>'Excellence is a Habit.'</u>

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

4. <u>'Climbing the Mountain to University.'</u>

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

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

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

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Teaching and learning

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

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

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

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

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

No Excuses

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

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

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

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Work life balance, not burnout

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

For example:

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

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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 English** and will also play an important pastoral role in leading a tutor group
- **The successful candidate will be one who does whatever it takes to ensure the life chances of all our students are maximised. They will also blend extreme personal humility with intense professional will.**
- The right candidate will be **totally aligned to our values and mission**
- **If you are the type of person who fits with our culture, you will love working here**
- It will be an excellent opportunity for an **NQT or someone wishing to further develop their career, with possible opportunities to become a Specialist Leader of Education (SLE) or Assistant Lead Practitioner/Lead Practitioner (paid on the Lead Practitioner(Leadership) payscale).**
- **You also could be an existing Lead Practitioner or SLE**

As an Aspirant Lead Practitioner/Lead Practitioner you would play a key role in further developing the curriculum and pedagogy in English and across the Academy/Teaching School Alliance. You would be a member of the Academy Teaching and Learning Team, and be directly line managed by the Assistant Principal: Director of Pedagogy.

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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Next steps:

Magna Academy Poole offers an excellent opportunity for an ambitious, talented individual looking to develop their career. We would be delighted to show you around our Academy in order to fully appreciate our excellent learning environment. **We strongly advise a visit as this Academy is unlikely to be like anything you have ever seen. Please contact zchallis@aatmagna.org or 01202 604222 to arrange a visit or an informal, confidential discussion about the role.**

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

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

How to Apply:

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

Closing date for applications: 9am Friday 18th May 2018.

Yours faithfully,

Richard Tutt
Principal

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English Teacher at Magna Academy (Full-time or Part-time) Job Description

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

The English Teacher is directly accountable to English Subject Co-ordinator, to contribute to the educational success of the English Department within the overall framework of the Aspirations Academies strategic plan as well as the individual Magna Academy Poole strategic plan. The English Teacher is responsible for contributing to the effective day to day operation of the English Department, whilst fully supporting the English 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/form tutor.
- 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

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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 be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- 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.

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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.

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Person Specification: Teacher of English

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	
To support the continuing professional development of colleagues including their own.	A,R	

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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**

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Aspirations Academies Trust
in association with AUI and QISA

Tachbrook Road, Feltham, Middlesex, TW14 9PE
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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.

The Aspirations Academies Trust – Company Registration Number: 07867577
Chief Executive: Steve Kenning

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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.

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.

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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.

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