



Aspirations Academies Trust

in association with AUI and QISA

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Park Academy West London
an Aspirations Academy

**Vice Principal
L19-L24
April/September 2018 start
Application Pack**



Welcome to Park Academy West London

Thank you for your interest in the role of **Vice Principal** at Park Academy West London. We wish to add capacity to our senior leadership team through appointing an excellent Vice Principal with a real passion for engaging children in learning coupled with supporting the Principal to lead the Academy and contribute to developing the senior leadership team.

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.

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

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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.

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Who are we looking for?

We are looking for an outstanding Vice Principal who will:

- Be an outstanding member of the senior leadership team, with outstanding leadership skills
- Be a proven outstanding teacher, who has driven up attainment and progress
- Provide strategic and operational leadership
- Raise attainment and achievement at KS4 and KS5

This is a key role for the Academy, and we are looking for someone who is passionate about leading and managing, who really wants to make a difference. We are also seeking someone who is ambitious, for both themselves, and their students, who would want to make their mark and then seek further promotion opportunities.

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.



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.

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Vice Principal, Park Academy West London

Salary: L19-24

Job Description

The Vice Principal of Park Academy West London shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Vice Principal is directly accountable to the Principal, for ensuring the educational success of Park Academy West London within the overall framework of the Aspirations Academies strategic plan as well as the individual Park Academy West London's strategic plan.

The Vice Principal is responsible for ensuring the effective day to day operation of Park Academy West London and for supporting the Principal in all aspects of their role as well as to deputise for the Principal when required. The Vice Principal will be fully supported by the Principal and other Vice Principal in every aspect of the management and organisation of the Academy.

The Vice Principal should support the Principal and the other Vice Principal to create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in every area of the Academy's work. Main aspects of the role:

- Carry forward the Aspirations Academies Trust vision;
- Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving student outcomes;
- Ensure the Aspirations framework is embodied in every aspect of Park Academy West London;
- Focus continuously on the development of teaching and learning aiming to ensure that it is of the highest quality and all times;
- Precise duties to be negotiated with successful candidate, based on their skills and experience.

Purpose:

- To collaborate as a member of the Academy Senior Leadership Team in order to build a shared vision of excellence and high standards for all students.
- To prepare and lead the Academy towards sustaining an 'Outstanding' Ofsted grade.
- To strengthen the Academy's organisational capacity by contributing to its effective day-to-day management. This involves the management of Assistant Principals – Subject Co-ordinators and the maintenance of the duty and support systems.
- To develop a safe, secure and healthy environment through line management.
- Raising examination performance through the effective analysis and use of assessment data.
- Support with the monitoring of the effectiveness of teaching and learning within the Academy.
- To participate in regular Academy self-review and to strive for continuous improvement in all aspects of the Academy's work.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

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- To participate in regular Academy self-review and to strive for continuous improvement in all aspects of the Academy's work.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.
- To support and participate in the work of the Aspirations Academies Trust.
- Precise duties to be negotiated with successful candidate, based on their skills and experience

Responsible for:

Assistant Principals – Subject Co-ordinators and other relevant personnel and students within the Academy, as designated by the Principal.

Operational and Strategic duties:

- **Precise duties to be negotiated with the successful candidate.**
- To supervise and lead staff to ensure the effective operation of the Academy.
- To line manage Assistant Principals.
- To ensure the data is used effectively at all levels.
- To work with Assistant Principals – Subject Co-ordinators to ensure the effective deployment of staff and physical resources.
- To oversee the implementation of Academy policies and procedures.
- To work with Assistant Principals to monitor the overall coherence and relevance of the Academy's contribution to the needs of students and to the aims, objectives and strategic plans of the Academy.
- To ensure that the work done in the Academy fully reflects the Aspirations Academies Trust distinctive ethos and mission.

Staff Development Responsibilities:

- To work with Assistant Principals to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Review(s).
- To participate in the interview process for staff posts when required and to work with Assistant Principals - to ensure effective induction of new staff in line with Academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relationships.

High Standards Maintenance:

- To ensure the effective operation of review and monitoring systems.
- To support with the process of effective target setting within the Academy and to work towards their achievement.
- To contribute to the Academy's procedures for lesson observation and subject review.
- To work with Heads of School to monitor and evaluate the work of subject areas, in line with agreed Academy procedures including evaluation against quality standards and performance criteria.

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- To lead and monitor modification and improvement where required.

Managing Effective Communications:

- To ensure that all members of staff are familiar with the Academy's philosophy, vision, aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry and other relevant external bodies.
- To lead assemblies.

Resource Management:

- To work with Assistant Principals to manage the available resources of space, staff, money and equipment effectively and efficiently in order to maximise the educational provision for students.

Student Support Duties:

- To monitor and support the overall progress and development of students within the Academy, by liaising with staff.
- To contribute to and implement the Academy policy on rewards and support.
- To ensure the Behaviour Management system is implemented in the Academy so that effective learning can take place.
- To monitor student behaviour at all times throughout the Academy and to work with duty staff to intervene as necessary.
- To act as a Duty Principal in assigned periods.
- To maintain a high profile around the Academy, challenging low expectations.

Teaching Duties:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To contribute to the curriculum area and subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in the 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 a high quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
- 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, subject area and Academy procedures.

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Other Duties:

- Deputising for the Principal.
- To continue personal development as agreed at appraisal.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) and the Principal not mentioned in the above.
- To play a full part in the life of the Academy community, to support the distinctive aim and ethos of the Aspirations Academies Trust and to encourage staff and students to follow this example.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.

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.

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.

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Vice Principal, Park Academy West London

Person Specification

A – Assessed by Application / R – Assessed by the recruitment process

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent	A	
Qualified Teacher Status	A	
NPQH		A
Professional Experience		
Senior Leadership experience in an Outstanding school or academy	AR	
Experience at assistant principal level or equivalent, for at least two years.	A	
The capability to immediately step up to the position of acting principal if required.	AR	
Evidence of a very strong contribution to raising standards and achievement in your current school.	AR	
A proven track record of successful leadership and delivery of learning.	AR	
Evidence of collaborative and inspirational leadership skills.	AR	
Experience in the development and management of whole school assessment and target setting.	AR	
Experience in the analysis of performance data for the purposes of target setting and evaluation.	AR	
Experience of monitoring and improving the quality of teaching and learning.	AR	
Experience in the development and management of whole school raising achievement and intervention strategies, with proven impact.	AR	
Proven experience of developing good working relationships with all stakeholders.	AR	
Experience of curriculum development and timetable construction.	AR	
Experience of effective behavior management and a commitment to ensuring that student behavior is outstanding.	AR	

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Personal Aptitudes, Qualities and Skills		
Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, inspection findings and statutory requirements.	R	
Have a thorough understanding of curriculum development.	R	
Proven ability to plan strategically to delivery a school's vision, ethos, priorities and targets.	AR	
The ability to lead, influence and manage change.	AR	
High expectations and standards in relation to attitude, uniform, behavior, respect, productivity, attainment and achievement.	AR	
A high profile role model with a strong visible presence and a professional approach that demands excellence and earns the respect of the entire school and wider community.	AR	
Proven ability to create, build and retain effective staffing structures.		AR
Sufficient numeracy skills to interpret statistical data, and manage budgets.	R	
Excellent organizational skills.	AR	
Well-developed interpersonal and communication skills.	AR	
To be pro-active, innovative and versatile with a high level of drive, enthusiasm, resilience, reliability, integrity, and a sense of humour.	AR	
Raising Aspirations		
An understanding and drive to ensure that the Aspirations Academy continually strives to improve results and to work to ensure that each and every child achieves their potential.	R	
The ability to engender in each student self-worth, engagement in learning and sense of purpose.	R	
The ability to embed the three guiding Principles and 8 Conditions that make a difference into the culture of the Academy.	R	
Leading Learning and Teaching		
Evidence of being an outstanding classroom practitioner.	AR	
The ability to monitor and develop staff, evaluate performance, celebrate excellence and challenge poor performance.	AR	
Evidence of an understanding and desire to develop high levels of student engagement.	R	
Proven ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance.	AR	
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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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.

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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



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

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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.

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