

CANDIDATE INFORMATION BROCHURE AYLWARD ACADEMY

To inspire young people to make their best better



September 2016

Dear candidate

Thank you for your interest in Teacher of Science role at Aylward Academy. We are passionate about ensuring that, individually, we are continually improving and challenging ourselves and as an academy, striving towards our vision 'To make our best better' and become a great school.

Aylward is a community academy based in a deprived area of North London. Since its foundation in 2010 it has dedicated itself to the education of young people from the local area, driving the Value Added score up to 1029. There is now a waiting list for year 7 entrants and the sixth form has grown from 30 to just under 300.

The academy opened in 2010 with an Ofsted notice to improve and in an extremely short time were graded good in a 2012 inspection. The most recent inspection conducted in the summer of 2016 confirmed the school continues to be good whilst also identifying outstanding features.

In 2012 the Ofsted report confirmed that, "Students are well motivated in their learning and their behaviour is good". It also stated that, "Teachers plan well-structured lessons in line with students' abilities and this adds to their enjoyment of learning".

We place learning at the core of everything we do at Aylward Academy. We have a committed and highly skilled staff and Governing Body who are dedicated to ensuring that all students achieve the best possible outcomes in their academic qualifications as well as their personal development.

Aylward Academy is part of Academies Enterprise Trust network of 66 primary, special and secondary academies. We are passionately committed to inspiring children and young people. We firmly believe that all young people deserve to become world class learners - to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

We warmly invite you to look at our website and read through the information about what we do our achievements both inside and outside of curriculum time and the other accolades the academy has achieved.

Key data including the Self Evaluation Form and Ofsted reports can be found under the "Key Information" tab on the academy website. You are encouraged to visit the academy for a tour.

Aylward Academy has an exciting future and this appointment represents a great opportunity to secure positive outcomes for our learners.

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

Yours sincerely

Tanya Bentham
Head of Talent

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

JOB DESCRIPTION

Post: Teacher of Science

Responsible to: Head of Faculty

Job Purpose: To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of Principal.

Areas of Responsibility and Key Tasks:

a) Planning, Teaching and Class Management

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

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support

b) Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to

improve specific aspects of teaching;

- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and academy procedures;
- prepare and present informative reports to parents.

c) Curriculum Development

- Have lead responsibility for a subject or aspect of the academy's work and develop plans which identify clear targets and success criteria for its development and / or maintenance
- Contribute to the whole academy's planning activities

d) Pastoral Duties

- be a form tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Pastoral Leader to ensure the implementation of the academy's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the academy concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSHCE and citizenship and enterprise according to academy policy

e) Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the academy;
- Know subject(s) or specialism(s) to enable effective teaching;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;

- contribute positively and effectively to the Every Child Matters agenda;
 - co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students;
 - contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy;
 - take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner academies;
 - take responsibility for own professional development and duties in relation to academy policies and practices;
- liaise effectively with parents and governors.

This post is subject to the current conditions of employment for Class Teachers contained in the Academy Teachers' Pay and Conditions Document, the 1998 Academy Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with the attached paper 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers'.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

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 regularly 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. The 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.

Classroom Teacher




Person Specification

Essential	Desirable
<p>Qualifications and Experience:</p> <ul style="list-style-type: none">• A relevant honours degree or equivalent and QTS.	<ul style="list-style-type: none">• A good honours degree or equivalent and PGCE.• Evidence of further subject-based professional development.
<p>Teaching:</p> <ul style="list-style-type: none">• Evidence of good classroom practice.• Good understanding of effective and engaging teaching methods.• The ability to engage, enthuse and motivate students.	<ul style="list-style-type: none">• Experience of teaching across more than one subject• Experience of KS5 delivery
<p>Assessment:</p> <ul style="list-style-type: none">• A good understanding of how to measure student progress• An understanding of the use of assessment to inform planning.	<ul style="list-style-type: none">• Evidence of improving student outcomes.• Evidence of reflecting on and making improvements to teacher practice
<p>Planning:</p> <ul style="list-style-type: none">• The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students.• The ability to set consistently high expectations for all students through class work and homework.	<ul style="list-style-type: none">• A willingness to be involved in extended curriculum opportunities in the subject area.
<p>Behaviours:</p> <ul style="list-style-type: none">• An openness to support and challenge• An exceptional role model for children	<ul style="list-style-type: none">• A commitment to excellence in all areas

Our Academies

AET has a number of academies located across England.



-  Primary Academies
-  Secondary Academies
-  Special Academies

North

Academy	Location	Opened	Age Profile
Caldicotes Primary Academy	Middlesbrough	April 2013	3-11
Cottingley Primary Academy	Leeds	December 2012	3-11
Feversham Primary Academy	Bradford, West Yorkshire	November 2012	3-11
Firth Park Academy	Sheffield	August 2013	11-16
Hall Road Academy	Hull	September 2012	3-11
Hillsview Academy	Middlesbrough	September 2014	11-18
Kingswood Academy	Hull	July 2013	11-16
Meadstead Primary Academy	Barnsley	June 2013	3-11
Newington Academy	Hull	September 2012	3-11
North Ormesby Primary Academy	Middlesbrough	October 2012	3-11
Shafton Primary Academy	Shafton, Barnsley	December 2012	4-11
St Helen's Primary Academy	Barnsley, Monk Bretton	December 2012	3-11
Swallow Hill Academy	Leeds	July 2013	11-18
The Green Way Academy	Hull	September 2012	4-11
Unity City Academy	Middlesbrough	September 2013	11-16

London and South East

Academy	Location	Opened	Age Profile
Aylward Academy	London	September 2011	11-19
Bexleyheath Academy	Bexleyheath, Kent	September 2011	11-18
Charles Warren Academy	Milton Keynes, Buckinghamshire	September 2012	4-11
Kingsley Academy	Hounslow, Middlesex	April 2013	11-18
Newlands Academy	London	September 2013	11-16
Nightingale Academy	London	September 2010	11-19
Noel Park Primary Academy	London	September 2012	3-11
Richmond Park Academy	London	September 2010	11-16
Sir Herbert Leon Academy	Milton Keynes, Buckinghamshire	September 2012	11-19
St James the Great Primary Academy	East Malling, Kent	April 2012	3-11
Trinity Primary Academy	London	September 2012	3-11

East

Academy	Location	Opened	Age Profile
Ashingdon Primary Academy	Ashingdon, Essex	September 2011	5-11
Clacton Coastal Academy	Clacton on Sea, Essex	September 2009	11-19
Columbus School and College	Chelmsford, Essex	May 2012	3-19
Felixstowe Academy	Felixstowe, Suffolk	September 2011	12-19
Greensward Academy	Hockley, Essex	September 2008	11-18
Hamford Primary Academy	Walton-on-the-Naze, Essex	April 2012	5-11
Langer Primary Academy	Felixstowe, Suffolk	May 2012	3-11
Maltings Academy	Witham, Essex	September 2008	11-18
New Rickstones Academy	Witham, Essex	September 2008	11-18
Pioneer School	Basildon, Essex	June 2012	3-19
Plumberow Primary Academy	Hockley, Essex	September 2011	5-11
Tendring Technology College	Frinton-on-Sea, Essex and Thorpe-le-Soken, Essex	September 2011	11-19
Westerings Primary Academy	Hockley, Essex	September 2011	4-11

Midlands

Academy	Location	Opened	Age Profile
Anglesey Primary Academy	Burton on Trent, Staffordshire	December 2012	4-11
Beacon Academy	Loughborough, Leicestershire	December 2012	4-11
Cordeaux Academy	Louth, Lincolnshire	December 2012	11-18
Four Dwellings Primary Academy	Birmingham	January 2013	3-11
Four Dwellings Academy	Birmingham	March 2013	11-16
Greenwood Academy	Birmingham	January 2013	11-16
Lea Forest Primary Academy	Birmingham	December 2012	3-11
Montgomery Primary Academy	Birmingham	October 2012	3-11
North Thoresby Primary Academy	Lincolnshire	July 2013	4-11
Percy Shurmer Academy	Birmingham	September 2012	3-11
Tamworth Enterprise College	Tamworth, Staffordshire	September 2012	11-16
The Rawlett School	Tamworth, Staffordshire	September 2012	11-16
Utterby Primary Academy	Lincolnshire	July 2013	4-11

South and West

Academy	Location	Opened	Age Profile
Barton Hill Academy	Torquay, Devon	September 2012	3-11
Broadlands Academy	Keynsham, Bristol	December 2012	11-16
Brockworth Primary Academy	Gloucester, Gloucestershire	September 2012	4-11
Everest Community Academy	Basingstoke, Hampshire	September 2011	11-16
Hazelwood Academy	Wiltshire	June 2013	3-11
Millbrook Academy	Brockworth, Gloucestershire	January 2012	11-18
New Forest Academy	Holbury, Southampton	September 2012	11-18
Offa's Mead Academy	Chepstow, Gloucestershire	September 2012	4-11
Ryde Academy	Isle of Wight	September 2011	13-18
Sandown Bay Academy	Isle of Wight	September 2011	11-18
Severn View Primary Academy	Stroud, Gloucestershire	September 2012	4-11
The Ridge Academy	Cheltenham, Gloucestershire	September 2012	5-11
Winton Community Academy	Andover, Hampshire	November 2012	11-16
Wishmore Cross Academy	Woking, Surrey	September 2012	11-16



Mission Statement

To inspire young people to make their best better.

Vision Statement

To help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

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

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

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

Values and Beliefs

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

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

For further information about Academies Enterprise Trust please visit our website www.academiesenterprisetrust.org or contact recruitment@academiesenterprisetrust.org to answer any questions you may have.



A commitment to training and personal development

As we head further into the 21st century and all schools and academies come to terms with the ever changing face of the workforce, leadership and management of professional development is at the very top of AET's agenda. We firmly believe that personal and professional growths are key factors in staff's perception of their worth to an organisation and consequently in how much additional effort they are prepared to put into that organisation.

The aim, therefore, of the team leading CPD across AET is to facilitate the design, co-ordination and monitoring of coherent and effective development activities and training programmes that address the challenges and barriers facing each academy and embed training and development as the central component of workforce development and school improvement.

Our vision for our academies is to develop a learning-centred culture with the entire school workforce, including both teachers and educational support staff, giving the same attention to the design, delivery and monitoring of their professional development as is given to the teaching and learning of students. Indeed, for our academies to continue to improve, teachers and other adults need to feel that their learning and development is just as important as the students'.



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 through Sodexo to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- AET JTRS Apple Product Store – AET employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- Halfords – Gift Vouchers are available to purchase with a 10% discount for AET employees, students and families.
- Halfords Autocentres – AET employees are eligible to receive a range of discounts on their motoring costs, such as MOT's, servicing and repairs.
- EAG Essex Auto Group – AET 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.
- EPCIS (Employee Personal Computer Initiative Scheme) – this is a HMRC approved scheme which allows you to purchase a Training Package which includes a high specification computer from a selected range. Your payment is deducted from your gross salary before you are taxed.
- Life Assurance
- Pension

Health and Wellbeing

- Edenred Travel Club – this provides all AET employees with discounts and special offers on holidays all over the world.
- Halfords Cycle to Work – this scheme allows eligible employees to purchase a cycle tax efficiently through their employer, with deductions being made from the employee's salary before Income Tax and National Insurance are applied. The repayment of the cycle will be over a 12 month period.
- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of AET a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – AET Solutions 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.

- Westfield Rewards – Employees who have Westfield Health qualify to receive discounts at over 200 High Street and online stores, such as ASDA, Boots, Debenhams, House of Fraser and M & S.
- Virgin Active – AET employees can obtain a corporate discounted membership. Virgin offers a range of therapy and wellbeing treatments where the costs can be claimed for under their Westfield Health annual benefit allowance.

Academies Enterprise Trust Professional Services Team

AET academies are supported by the Professional Services Team, who work closely with the academies to deliver AET vision to make our best better.

AET's fundamental philosophy is to 'build the capacity and pace of leaders at all levels of the academy to take responsibility for their own academy's (phase or aspect) continuous and sustainable improvement. It is not the role of AET Professional Services officers to instruct academy-based staff, on the, what or the how of doing their jobs. It is the responsibility of AET Professional Services staff to challenge, support and monitor the progress and development of the academy-based services:

- Regional Managing Director engagement
- Leadership development
- CPD for the whole school workforce
- Ofsted guidance and support
- Maturity Matrices
- English and Literacy
- Mathematics and Numeracy
- Facilities (including Security, Health and Safety)
- Resident Ofsted Inspector
- Finance
- Human Resources (including recruitment and retention)
- Learning Technologies
- Data and Information
- ICT Infra-structure
- Community Sports Development
- PSHE Education and CEIAG support
- Community Learning
- Marketing and Public Relations
- Governor Training
- Special Educational Needs and Disabilities
- Partnerships including apprenticeship programmes
- Teaching School Network

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.