



## CANDIDATE INFORMATION BROCHURE AYLWARD ACADEMY

*To inspire young people to make their best better*



May 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’ awarenesss 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 lafrate  
**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

<b>Post Title:</b>	Teacher
<b>Reporting to:</b>	Head of Department
<b>Responsible for:</b>	The provision of a full learning experience and support for students.
<b>Liaising with:</b>	Head/Deputies, teaching, support staff, LA representatives external agencies and parents.
<b>Working Time:</b>	195 days per year. Full-time
<b>Disclosure level:</b>	Enhanced

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This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

### 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 school's responsibility to provide and monitor opportunities for personal and academic growth.

### MAIN (CORE) DUTIES

#### **Operational/ Strategic Planning**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- To contribute to the curriculum area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

## **Curriculum Provision**

To assist the Head of Department, in ensuring the curriculum area provides a range of teaching which complements the school's strategic objectives.

## **Curriculum Development**

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 school's Mission and strategic objectives.

## **STAFFING**

### **Staff Development. Recruitment/ Deployment of Staff**

- To take part in the school'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 appraisal 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 school.

### **Quality Assurance**

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school 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 school.

### **Management Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIM's, 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.

## **Communications**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

## **Marketing and Liaison**

- To work closely with the school's marketing and communications coordinator to ensure that the department is engaged in the whole school marketing strategy
- To contribute to the development of effective subject links with external agencies.
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at open days/evenings and other events..

## **Management of Resources**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department 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 school, department and the students.

## **Pastoral System**

- 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 a pastoral leader to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as 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 school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE and citizenship British modern values and enterprise according to school policy
- Modelling the Aylward Citizen in daily interactions with students and adults

## **Teaching**

- Setting high expectations which inspire, motivate and challenge pupils
- Managing behaviour effectively to ensure a positive and safe learning environment
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school 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 school 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 which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school'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, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

## **Other Specific Duties**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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 school 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.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title and will be reviewed annually.

### **Other Clauses**

1. The above responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions document (STPCD).
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 annually 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. Post holder 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 one of the safeguarding team, suspected or known cases of female genital mutilation (FGM).

### **Recruitment and Selection Policy Statement**

The Academy's governing body committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Person Specification

**JOB TITLE:** Classroom Teacher

**LOCATION:** Aylward Academy

Please show, in no more than 2 sides of A4, how you believe you meet all the essential criteria listed under A [Application Form] and, where you are able, those listed under D [desirable]. We will use your completed Application Form and the information contained in the up to two page enclosure to shortlist candidates. CVs will not be considered.

**E= Essential / D = Desirable**

**Assessed: A= Application Form, I= Interview, T= Task**

CRITERIA		E/D
<b>EXPERIENCE/ KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Accurate and up to date knowledge of issues in teaching and learning including learning styles.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• An excellent classroom practitioner</li> </ul>	
	<ul style="list-style-type: none"> <li>• Successful experience of working with Students with social, emotional and behavioural challenges</li> </ul>	E
	<ul style="list-style-type: none"> <li>• ICT literate</li> </ul>	E
	<ul style="list-style-type: none"> <li>• An ability to use data to understand target setting and track Student progress/apply appropriate intervention</li> </ul>	
	<ul style="list-style-type: none"> <li>• Ability to plan, prioritise, delegate, organise self and others; manage, monitor, evaluate and review one's own work and that of others</li> </ul>	D
	<ul style="list-style-type: none"> <li>• Knowledge and experience of strategies to support students with social, emotional and behavioural challenges</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Knowledge of i.e. Progresso management systems as used in schools</li> </ul>	
	<ul style="list-style-type: none"> <li>• Excellent understanding of effective and engaging teaching methods.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• The ability to engage, enthuse and motivate students.</li> </ul>	
<ul style="list-style-type: none"> <li>• The ability to consistently plan lessons and sequences of lesson with motivational, challenging, stretching and clear learning outcomes, objectives and questions to ensure progression for all students through class work and home-learning</li> </ul>	D  E	

<b>PERSONAL JOB RELATED SKILLS</b>	<ul style="list-style-type: none"> <li>• Excellent attendance and punctuality</li> <li>• Enthusiasm, personal dynamism, determination and stamina</li> <li>• Integrity, tact, reliability, emotional resilience, self-confidence and personal presence</li> <li>• A commitment to professional standards, quality and continuous improvement</li> <li>• Ability to manage the often conflicting demands of the post</li> <li>• Ability to consistently work on own initiative and in teams</li> <li>• Excellent communication skills</li> <li>• An excellent understanding of how to support students' learning and how to measure students' progress by embedding effective AfL strategies and using questioning skilfully.</li> <li>• Evidence of improving student outcomes.</li> <li>• An openness to support and challenge</li> <li>• An exceptional role model for children</li> </ul>	E E E E E E E
<b>EDUCATIONAL QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified to degree level with QTS</li> <li>• Evidence of relevant further subject based professional development</li> </ul>	E D
<b>OTHER REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Willingness to be flexible with duties to respond to the school's needs</li> <li>• A commitment to work collaboratively and to actively contribute to the ongoing development of the curriculum in the faculty</li> <li>• The ability to adapt to an ever-changing educational environment</li> </ul>	E E E

**Aylward Academy is an Equal Opportunities employer. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post.**

## **Academies Enterprise Trust**

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 66 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!

Google in Education



A New and Open World for Learning

## **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.