



Aspirations Academies Trust

in association with AUI and QISA

Tachbrook Road, Feltham, Middlesex, TW14 9PE

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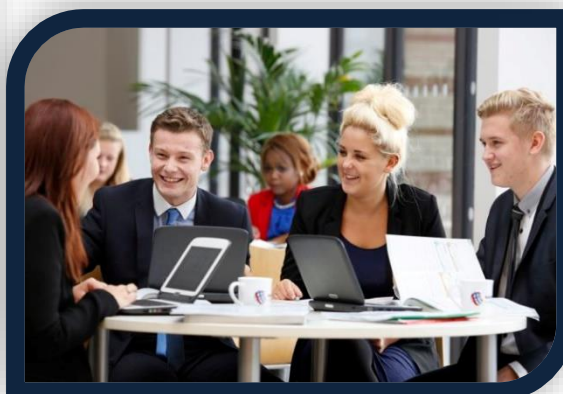
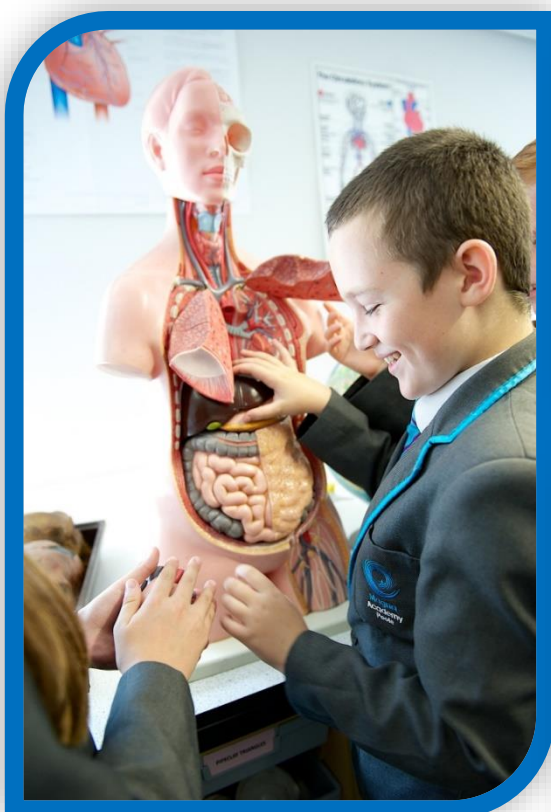
Email: info@aspirationsacademies.org

www.aspirationsacademies.org



Magna Academy Poole
an Aspirations Academy

**Assistant Principal
(KS4 Raising Achievement)
Application Pack
L10-14
(September 2017 start)**





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Welcome to Magna Academy

Thank you for considering Magna Academy Poole for your next appointment. **Due to rapid growth in student numbers and designation as a National Teaching and Support School, we seek a passionate Assistant Principal (KS4 Raising Achievement), for September 2017, who is a Maths, History or Science teacher.**

Working closely with the Vice-Principal, you would help strategically and operationally lead Raising Achievement strategies at KS4. English achieved top 1% progress in 2016, MFL top 6% progress and we wish to further raise achievement in Maths, Science and Humanities to at least match English and MFL. This role is critical to the continuing progress of the Academy. The post is part of the Senior Leadership Team and would be excellent preparation for a Vice-Principal role. The Principal is a National Leader of Education and would provide coaching to help your professional development.

This role is critical to the continuing progress of the Academy. You would be joining a very strong Senior Leadership Team who are determined to drive further improvements at Magna. As a National Support School and National Teaching School, you may also have the **opportunity to provide School to School Support, possibly as a Specialist Leader of Education if you desired this.**

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%, so that we provide the very best opportunities for our students.

***'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 teaching of reading and writing is especially effective.'** (OFSTED, June 2015)*

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

WHO ARE WE LOOKING FOR?

- **You will be an excellent teacher of Maths, Science or History.**

'To be able to dream about the future, while being inspired in the present to reach those dreams' Dr. Russell J. Quaglia

- You will be a successful leader with a proven track record of school improvement **either at middle leader or Assistant Principal level.**
- **You will have significant experience of raising achievement, leading change and have excellent communication skills and the ability to motivate staff and students.**
- Whole Academy responsibilities may change over time to help **provide you with further experiences and skill development to support your career development and promotion opportunities. You will have the potential to move to Principalship.**

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.

The post is part of the Senior Leadership Team and would be **excellent preparation for a Vice-Principal role. You would be joining a very strong and supportive Senior Leadership Team** who are determined to drive further improvements at Magna.

The Principal is a National Leader of Education and would provide coaching to help your professional development.

Opportunity to study for the NPQSL.

As a National Support School and National Teaching School, you may also have the **opportunity to provide School to School Support, possibly as a Specialist Leader of Education if you desired this.**

Whole Academy responsibilities may change over time to help **provide you with further experiences and skill development to support your career development and promotion opportunities. You will have the potential to move to Principalship.**

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.

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.

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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 mindset**' philosophy believing that every child can achieve no matter what their starting point.

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 academic curriculum.

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

'Battle Hymn of the Tiger Teachers: The Michaela Way' (Birbalsingh)

'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.

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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'.

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:

- **Units of work and lessons have been fully prepared and resourced already**, meaning that you are not 're-inventing the wheel' every night planning lessons and resources from scratch. Lessons will be enhanced by individuals.
- **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 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 SLT detentions** – you are not continuously setting 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.

Level 5 Leadership

As a team we also believe in aspiring to '**Level 5' leadership**, as outlined by Jim Collins in 'Good to Great', the key traits of which are outlined below:

- Paradoxical mix of personal humility and professional will
- They are ambitious first and foremost for the organisation, not themselves
- They set up their successors for even greater success whereas egocentric leaders often set up their successors for failure

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- They display a compelling modesty, are self-effacing and understated as opposed to comparison company leaders being egocentric which contributed to the demise or mediocrity of the company
- Fanatically driven, infected with an incurable need to produce sustained results – they are resolved to do whatever it takes to make the organisation great, no matter how big or hard the decisions
- Display a workmanlike diligence – more plough horse than show horse
- They look out the window to attribute success to factors other than themselves – when things go poorly they blame themselves taking full responsibility
- One of the most damaging trends in recent history is the tendency to select dazzling, celebrity leaders and to deselect L5 leaders
- This is an overwhelming empirical finding not an ideological one

National Teaching School

You will really benefit from all that being a Teaching School has to offer.

Teaching schools take a leading role in recruiting and training new entrants to the profession. They identify and develop leadership potential, provide support for other schools, and work with schools across their alliance to raise standards of teaching.

Introduced in 2011, teaching schools are all rated as ‘outstanding’ schools. They work with partner schools in an alliance to ensure high quality school-led initial teacher training and professional development opportunities for teachers at all stages of their career. They raise standards through supporting other schools, engage in research and development, and ensure that the most talented school leaders are spotted and supported to become successful headteachers.

Roger Pope, Chair of the National College for Teaching and Leadership, said: *‘I’d like to congratulate Magna Academy - they should be very proud of this achievement. Teaching schools are at the heart of school improvement. They’re supporting other schools, attracting and training the best new teachers and developing the next generation of leaders. At NCTL, we want to do all we can to support their work.’*

National Support School (NSS)

If you join Magna, you will also be joining a NSS, and as such you may also have future opportunities whilst at Magna to help support a school that is struggling in challenging circumstances. **This would offer you outstanding professional development and career enhancement opportunities.**

CONTEXT

- Magna Academy opened on 1st September 2013. It replaced the predecessor school, Ashdown Technology College, which had been in special measures.
- Magna operates in challenging circumstances. We have a secondary modern intake, operating in a selective grammar school borough, with over a third of our students being disadvantaged and approximately a third of our students being ‘PA Low’ on entry.
- We are looking for staff who want to make a difference to the life chances of our students and rapidly accelerate their progress.

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- Our culture is also summed up by this quote from Dame Sally Coates in her book 'Headstrong': *'The difference between the culture required in a challenging school with that of a more affluent school is the difference between the intensive care ward and physiotherapy ward of a hospital.'*
- On a visit in December 2014 to the Academy, Prime Minister David Cameron said *'I want to congratulate the whole leadership here at the academy and also the students who work so hard. You have already seen your results go shooting up. I know you want them to go even further and I think you should be really proud of what you've achieved.'*
- Dfe ranked Magna 2nd/55 for 5EM 'Similar Schools' (2015) and 3rd/55 (2014). OFSTED stated: *'From their generally low starting points, students make exceptional progress.'*
- In 2016, Magna achieved 0.52 P8 (5th percentile) Magna received a letter of congratulations from the Regional Schools Commissioner. And Nick Gibb MP.
- BTEC Level 3 results place Magna Academy in the top 1% of schools/colleges nationally for value added, representing exceptional performance. The sixth form is on an exciting journey of expansion, following the introduction of academic A levels in September 2014, alongside the existing BTEC Level 3 qualifications.

OUR FUTURE AMBITIONS

- Our outstanding June 2015 inspection report was testament to the tremendous hard work of our staff, governors, students and parents/carers. We are all exceptionally proud of this fantastic outcome for both Magna and the local community.
- This report represents a milestone on our journey. We want to, and know we can, achieve so much more, best summed up by the philosophy of Dave Brailsford, from Team Sky, who stated *'We are always striving for improvement, for those 1% gains, in absolutely every single thing we do'.*

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.

Yours faithfully



Richard Tutt
Principal

If you would like to take your career to a very different level then please apply to:

Zoe Challis, email: zchallis@aatmagna.org or Tel: 01202 604222

Closing date for applications: Friday 19th May 9am

For more information please visit: www.aspirationsacademies.org or www.aatmagna.org

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Assistant Principal (KS4 Raising Achievement)

Salary: L10 – L14

Job Description

Overview

Working closely with the Vice-Principal, you would help strategically and operationally lead Raising Achievement strategies at KS4. English achieved top 1% progress in 2016, MFL top 6% progress and we wish to further raise achievement in Maths, Science and Humanities to at least match English and MFL.

Whole Academy responsibilities may change over time to help provide the candidate with further experiences and skill development to support career development and promotion opportunities. **This role provides an outstanding range of experiences and skill development, that will help facilitate further promotion.**

As a full member of the Senior Leadership Team, the Assistant Principal will also share the corporate responsibility necessary to ensure the continued outstanding operational provision of the Academy and will also play a major role in determining future strategy for the Academy.

Job Description

The Assistant Principal shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Assistant Principal is directly accountable to the Principal and Senior Vice-Principal, for ensuring the educational success of Magna Academy Poole within the overall framework of the Aspirations Academies strategic plan as well as the individual Magna Academy Poole strategic plan. The Assistant Principal is responsible for contributing to the effective day to day operation of Magna Academy Poole, fully supporting the Senior Vice-Principal and Principal as part of a cohesive and highly effective Senior Leadership Team. The Assistant Principal will be fully supported by the Senior Vice-Principal and Principal in every aspect of the management and organisation of the Academy. The Assistant Principal should support the Senior Vice-Principal and the 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 Magna Academy Poole
- Focus primarily on the development of teaching and learning aiming to ensure that it is of the highest quality at all times
- Provide effective academic and pastoral support for all students

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- Strategic and operational leadership of agreed whole Academy responsibilities

Purpose:

- To be responsible for strategic and operational leadership of KS4 Raising Achievement strategies.
- To further raise standards of student attainment and progress at KS4.
- To strengthen the Academy's organisational capacity by contributing to its effective day-to-day management.
- To develop a safe, secure and healthy environment within the Academy as a whole.
- To participate in regular whole Academy self-review and to strive for continuous improvement in all aspects of the Academy's work.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students across the Academy.
- To monitor and support the overall progress and development of students at KS4.
- To establish successful raising achievement plans and intervention programmes for KS4.
- To establish successful intervention programmes to help close the gap, with particular focus on specific groups, including PA High, SEN and Disadvantaged students.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To work towards raising the aspirations of all the students in the Academy.
- Provide strategic and operational leadership of agreed other whole Academy responsibilities.

Responsible for:

- Subject Co-ordinators, teaching staff, other relevant personnel and students within the Academy.

Operational and Strategic duties:

- To supervise and lead relevant staff..
- To line manage designated Subject Co-ordinators.
- To oversee and guide the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies.
- To work with Subject Co-ordinators to ensure the effective deployment of staff and physical resources.
- To work with Subject Co-ordinators to monitor the overall coherence and relevance of the Faculty'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 Faculty and Academy fully reflects the distinctive philosophy of the Aspirations Academies Trust.
- To ensure that Health and Safety policies and practices, including risk assessments, are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager, Subject Co-ordinators and Heads of Subjects as appropriate.
- Provide strategic and operational leadership of agreed whole Academy responsibilities.

Curriculum Duties:

- To ensure the provision of a broad and balanced curriculum for all students as part of the Academy's Senior Leadership Team.

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- To lead and manage the work of Subject Co-ordinators within the Faculty to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the vision of the Academy.
- To lead and encourage innovation in curriculum development by all Faculty teaching staff.
- To be aware of wider curriculum developments across all Key Stages and to be proactive in raising these as part of the Academy's Senior Leadership Team.
- To work with Subject Co-ordinators to maintain accreditation with the relevant examination and validating bodies.

Staff Development Responsibilities:

- To work with Subject Co-ordinators to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the Faculty.
- To participate in the interview process for teaching posts when required and to work with Subject Co-ordinators 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 Academy review and monitoring systems.
- To ensure the process of effective target setting within the Academy/Faculty and to work towards their achievement.
- To contribute to the Academy's procedures for lesson observation, subject review and quality assurance.
- To work with Subject Co-ordinators to monitor and evaluate the work of the Faculty's subject areas, in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
- To lead and monitor modification and improvement where required.

Management Information Responsibilities:

- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the Faculty and Academy.
- To provide the Local Governing Body with relevant information relating to the Faculty's and Academy's performance and development.

Managing Effective Communications:

- To ensure that all members of the Faculty 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 Faculty assemblies.
- To organise regular Faculty management meetings.

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Resource Management:

- To work with Subject Co-ordinators 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 Faculty, by liaising with Subject Co-ordinators, personal mentors and support staff.
- To contribute to and implement the Academy policy on rewards and support.
- To ensure the Behaviour Management system is implemented in the Faculty 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.

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 the student 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.

Other Duties:

- Provide strategic and operational leadership of agreed whole Academy responsibilities.
- To adhere to the Academy's Dress Code.
- To engage actively in the performance review process.
- 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.

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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.

Assistant Principal (KS4 Raising Achievement) Person Specification

Assessed by application (A) Assessed by the recruitment process (R)

Person Specification

Post Title: Assistant Principal

Assessed by application (A) Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent.	A	
Qualified Teacher Status.	A	
Exemplary, outstanding practitioner.	A,R	
Evidence of professional development relevant to Senior Leadership.		A, R
Professional Experience		
Outstanding secondary teaching experience up to and including A Level.	A,R	
Outstanding Middle Leadership experience.	A,R	
Proven experience of consistently good and outstanding teaching, delivery outstanding student attainment/progress over time.	A,R	
Experience of reflecting on and improving teaching practice to increase student achievement.	A,R	

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Criteria	Essential	Desirable
Experience of being involved in raising levels of student attainment/achievement across at least two Key Stages at KS3, 4 and 5.	A,R	
Experience of continually improving teaching and learning through schemes of work, assessment, intervention and extra-curricular activities.	A,R	
Form tutoring or mentoring learners.	A,R	
Leadership of whole school development priorities and initiatives.		A,R
Experiences of providing professional development to teachers, including coaching, mentoring and training.		A,R
Experience of leading some aspects of whole school KS4 or KS5 Raising Achievement strategies.		A,R
Teaching and Learning		
Excellent classroom practitioner – ensures that their own classroom practice models best practice.	A,R	
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward.	A,R	
Demonstrates resilience, motivation and commitment to driving up standards of achievement.	A,R	
Excellent communication, planning and organisation skills.	A,R	
Acts as a role model to staff and students.	A,R	
Commitment to regular and on-going professional development and training to establish outstanding classroom practice.	A,R	

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Criteria	Essential	Desirable
Leadership		
Leadership skills already developed as a Middle or Senior Leader.	A,R	
Effective leader and team member.	A,R	
High expectations for accountability and consistency.	A,R	
Clear vision on how to help move to academy to the next level of performance.	A,R	
Vision aligned with the Trust's aspirations.	A,R	
Genuine passion and a belief in the potential of every student and the 'no excuses' philosophy.	A,R	
Motivation to continually improve standards and achieve excellence.	A,R	
Commitment to the safeguarding and welfare of all students.	A,R	
Specialist Knowledge		
Outstanding understanding of effective KS3, 4 Raising Achievement strategies.	A,R	
Knowledge and application of data used to drive raising student achievement.	A,R	
Experience of strategic marketing and promotion.		A,R
Ability to present to and inspire large audiences.	A,R	
Excellent understanding of the OFSTED framework and what constitutes outstanding teaching, learning, achievement and leadership.	A,R	

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Criteria	Essential	Desirable
Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour.	A,R	
Knowledge of the latest educational research, findings and best practice.	A,R	
Disposition/Attitude		
A passion for education and making a difference to student's life chances.	A,R	
Vision and the ability to implement it.	A,R	
Ability to work as a member of a team.	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	
Hardworking, imaginative and adaptable.	A,R	
Determined and resilient and doing whatever is needed to get the job done.	A,R	
Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies.	A,R	

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Criteria	Essential	Desirable
Willing to take part in and lead extra-curricular activities.	A,R	
Willingness to undertake training.	A,R	
Other		
Commitment to safeguarding and welfare of all students.	A,R	
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	

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

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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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MY
VOICE
aspirations survey

THE 8 CONDITIONS THAT MAKE A DIFFERENCE

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.



Belonging

Feeling like 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.

SELF-WORTH



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.

ENGAGEMENT



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.

PURPOSE

Supporting
partners

PEARSON
FOUNDATION



myvoice.pearsonfoundation.org

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Magna Academy Poole
an Aspirations Academy



Jewell Academy Bournemouth
an Aspirations Academy



Ocean Academy Poole
an Aspirations Academy

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 cases before an offer of appointment is confirmed.

South Coast District