Aspirations Academies Trust
in association with AUI and QISA

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

Magna Academy Poole
an Aspirations Academy

Head of Psychology and Deputy Co-ordinator: Humanities (for someone with the right experience)

Application Pack

TLR (very competitive, negotiable)

(with opportunity to become a Specialist Leader of Education, with further salary enhancement)







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Welcome to Magna Academy

Thank you for considering Magna Academy Poole for your next appointment. We seek an excellent Head of Psychology and Deputy Subject Co-ordinator - Humanities **(starting January 2018). As well as leading the popular A Level Psychology courses, for someone looking for additional responsibilities, you would also assist the Subject Co-ordinator – Humanities with the leadership and management of the Humanities curriculum area. You would also contribute to the teaching of either Sociology (at GCSE/A Level), History or Geography at KS3/4.**

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

As a rapidly growing academy, that will be at full capacity in 2019, **and as a newly designated NCTL Teaching School,** you would be joining us at a very exciting time. **You would be able to study for the NPQML and have excellent progression opportunities to become an Assistant Principal as the Academy, Teaching School and MAT continue to grow. As a Teaching School, you would also have the opportunity to become a Specialist Leader of Education (SLE), providing you with further outstanding opportunities to develop your career.**

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%. **Our disadvantaged students performed even better, achieving a Progress 8 score of 0.54 – we are exceptionally proud of their performance.**

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

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

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

<u>THE HUMANITIES CURRICULUM AREA</u>

The Humanities Curriculum Area is rapidly growing. It currently consists of the following subject areas:

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

- **History (up to GCSE and A Level)**
- **Geography (up to GCSE and A Level)**
- **Sociology (up to GCSE and A Level)**
- **Philosophy and Ethics (currently at A Level)**
- **Psychology (currently at A Level), although could be introduced at GCSE in the future.**
- **As the Academy continues to expand, we are looking at other possible Humanities subjects to offer.**

We want the Humanities Curriculum Area to be one of the highest performing departments in the country. It is currently on a journey of rapid improvement with a newly forming high performing team.

The Humanities team are housed in a state of the art area with a mix of classrooms, applied learning spaces and the capacity to adapt to different learning strategies. All rooms are equipped with SMART boards. The Humanities team also have an office.

Psychology is currently taught by the Head of Humanities – however, we now need someone to specifically lead the subject area.

The History department currently consists of 4 specialist teachers, 3 other Humanities teachers and a 1:1/small group History tutor. The department consists of an established, experienced team**, including a Head of History, a Lead Practitioner and two Aspirant Lead Practitioners.**

The Geography department currently consists of 3 specialist teachers and 3 other Humanities teachers. The department is led by a **Head of Geography and the Head of Faculty is a specialist Geography teacher.**

Students follow a five-year knowledge based curriculum/GCSE plan in History and Geography from Year 7-11. There is a highly challenging GCSE curriculum in place from Year 7, together with an intensive focus on knowledge and literacy. History and Geography are taught as discrete subjects at KS3 (Year 7 and 8), with 4 hours a fortnight each. We believe in teaching to the top and scaffolding downwards for all students.

We will be using the newly published 'Knowing History' series of History textbooks by Robert Peal, from September to underpin our KS3 History curriculum. The curriculum is sequenced through 6 weekly units of work, with each unit of work having a Knowledge Organiser, self-quizzing, low stakes knowledge testing and formative/summative written assessments. This is carefully designed and sequenced, ensuring interleaving and retrieval practice from Yr 7 to 11 to maximise student outcomes.

Most of our KS4 students study at least one of History and Geography at GCSE. We devote 6 hours a fortnight to these subjects at GCSE (Year 9, 10 and 11). GCSE and A Level Sociology and GCSE Philosophy and Ethics are offered as options at KS4 and 5.

The GCSE and A Level exam boards are AQA.

GCSE and A Level History are very popular option choices.

VISION AND CULTURE

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

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

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.
- **Strict discipline and robust no-nonsense behaviour systems allow staff to teach without being ground down in low level disruption.**
- **All detentions are centralised, including homework detentions, meaning that you never have to run, organise or chase any detentions – this is all managed centrally.**
- **We have a feedback policy focused on whole class feedback, eliminating the need for hours and hours of marking.**
- **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.
- **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**.
- **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.

Our systems ensure you can <u>really focus</u> on your core purpose – teaching, in a sustainable way, reducing your workload through:

- **tight, robust and no-nonsense behaviour systems**
- **centralised detentions, including homework detentions**
- **a feedback policy focused on whole class feedback, eliminating the need for hours and hours of marking.**
- **highly visible and supportive senior leaders**

WHO ARE WE LOOKING FOR?

We are looking for an outstanding Head of Psychology and Deputy Co-ordinator - Humanities who will:

- **Be an outstanding Psychology specialist, with well-developed leadership skills**
- **Be a proven teacher, who has driven up attainment and progress in Psychology and Humanities subjects**
- **Provide strategic and operational subject leadership of the Psychology subject area**
- **Raise attainment and achievement at KS5 Psychology**

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

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.

Our tight, robust and no-nonsense behaviour systems ensure you can really teach. Highly visible senior leaders run centralised detentions.

OFSTED highlighted our very effective staff training and support and outstanding CPD.

As a rapidly growing academy, that will be at full capacity in 2018, **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.

You would be able to study for the NPQML/NPQSL and have excellent progression opportunities to become an Assistant Principal eventually as the Academy, Teaching School and MAT continue to grow.

As a Teaching School, you would also have the opportunity to become a Specialist Leader of Education (SLE), providing you with further outstanding opportunities to develop your career.

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. **To help you do this, you may have the opportunity to become a Specialist Leader of Education. 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.
- 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 2rd/55 for 5EM 'Similar Schools' in 2015 and 2016 and 3rd/55 (2014). OFSTED stated: *'From their generally low starting points, students make exceptional progress.'*
- In 2016, Magna achieved 0.52 P8 (well within the top 5% of schools in England) Magna received a letter of congratulations from the Regional Schools Commissioner.
- 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 AMBTIONS

- 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: apply immediately, interviewing shortly.

For more information please visit: www.aatmagna.org

Head of Psychology and Deputy Co-ordinator – Humanities at Magna Academy

(TLR –Highly competitive, Salary negotiable for exceptional candidate)

Job Description

The Head of Psychology and Deputy Co-ordinator: Humanities at Magna Academy shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Head of Psychology and Deputy Co-ordinator: Humanities is directly accountable to the Humanities Subject Co-ordinator, to contribute to the educational success of the Humanities Department within the overall framework of the Aspirations Academies strategic plan as well as the individual Magna Academy Poole strategic plan. The Head of Psychology and Deputy Co-ordinator: Humanities is responsible for contributing to the effective day to day operation of the Humanities Department, whilst fully supporting the Humanities Subject Co-ordinator and Head of Faculty (Assistant Principal) to ensure an effective educational provision.

Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.
- To lead on the development and implementation of the Psychology and Humanities curriculum area.

Responsible for:

- Teaching staff, other relevant personnel and students within the subject area.

Operational and Strategic duties:

- To lead in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To write the subject area's Improvement Plan and lead on its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To contribute to the whole Academy's planning activities

Curriculum Duties:

- To liaise with the Head of Faculty to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme for History which complements the vision of the Academy.
- To assist the Subject Co-ordinators, Head of Faculty and Vice Principal to ensure that the curriculum area provides a range of teaching which complements the Academy's Strategic Objectives.

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Aim and Strategic Objectives.

Staff Development Responsibilities:

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

High Standards Maintenance:

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Management Information Responsibilities:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To support the subject coordinator in monitoring data and progress across the team

Managing Effective Communications:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To follow agreed policies for communications in the Academy.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Resource Management:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Co-ordinators and Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

Student Support Duties:

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

- To liaise with the Subject Co-ordinators and Head of Faculty to ensure the implementation of the Academy's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and Citizenship and enterprise according to Academy policy.
- To apply the Behaviour Management systems so that effective learning can take place.
- To lead on an aspect of the pastoral system within the Faculty

Teaching Duties:

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Duties:

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.

General:
Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the AAT.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the academy's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

Head of Psychology and Deputy Co-ordinator - Humanities
Person Specification

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

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent.	A	
Qualified Teacher Status.	A	
Professional Experience		
Successful teaching experience.	A,R	
Evidence of team work and supporting colleagues effectively.	A,R	
Experience of successful organisation and administration.	A,R	
Experience of being involved in raising levels of student attainment.	A,R	
Experience of curriculum management issues.	A,R	
Teaching and Learning		
Knowledge of curriculum developments related to the post.	A,R	
Ability to communicate effectively with different audiences, orally and in writing.	A,R	

Criteria	Essential	Desirable
Ability to use recent developments to inform own and others practice.	A,R	
Excellent ICT skills.	A,R	
Good understanding of how children learn and how to raise standards of achievement.	A,R	
Ability to interpret and act on a wide range of key data.	A,R	
Good organisational skills.	A,R	
To support the continuing professional development of colleagues including their own.	A,R	
Leadership		
Effective team member.	A,R	
Genuine passion and a belief in the potential of every student.	A,R	
Motivation to continually improve standards and achieve excellence.	A,R	
Disposition/Attitude		
A passion for education and making a difference.	A,R	
Vision and the ability to implement it.	A,R	

Criteria	Essential	Desirable
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	
Work well under pressure.	R	
Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies.	A,R	
An Aspirations Academy		
Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies.	R	
Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement.	R	

The Aspirations Academies Trust

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

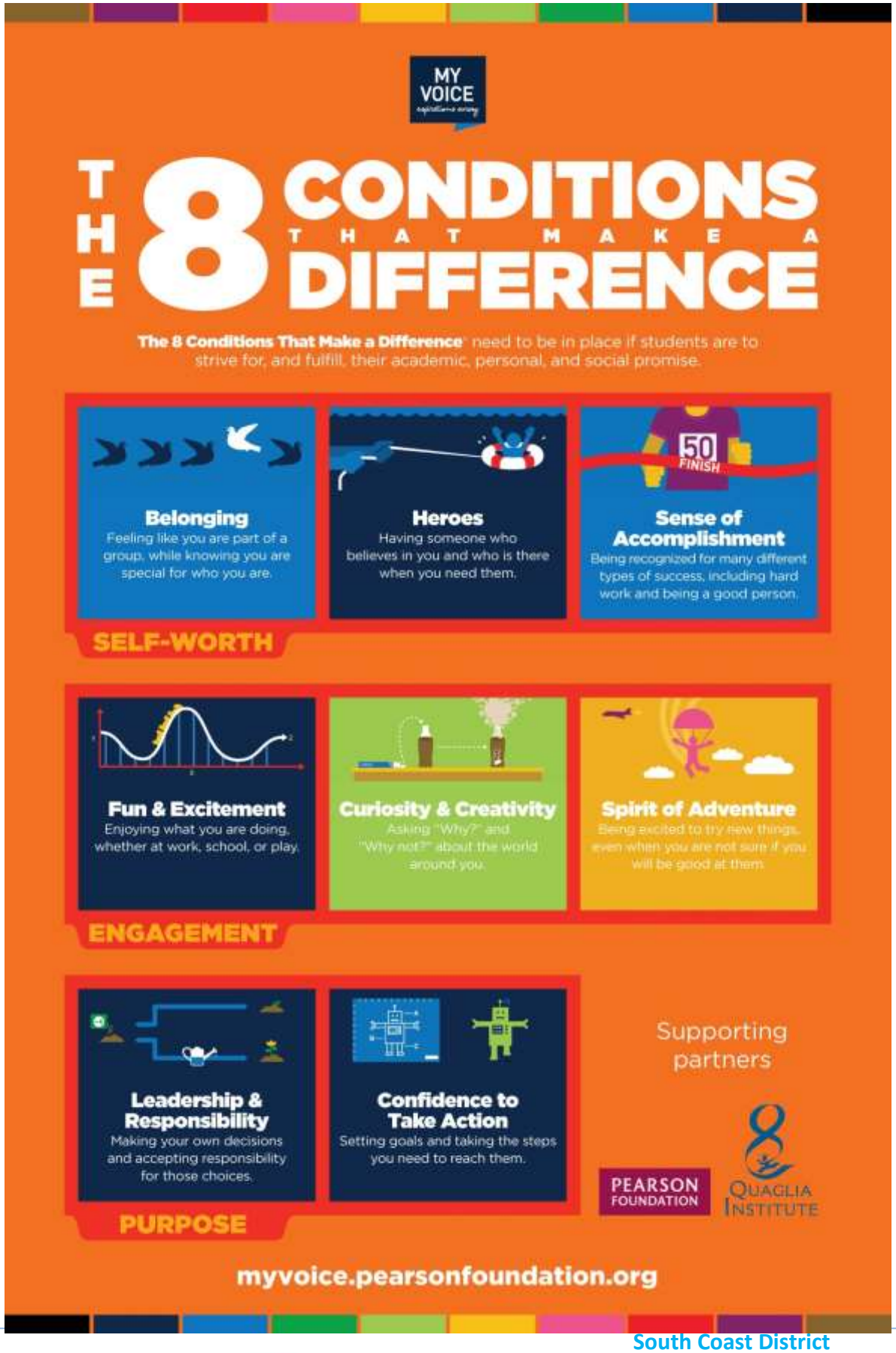
The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and

highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.


MY VOICE
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.
50 FINISH
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
QUAGLIA INSTITUTE
myvoice.pearsonfoundation.org

Safe Recruitment Procedure

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.