

H A M M E R S M I T H

Academy

Head of English
Candidate Information Pack
April 2025



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BACKGROUND TO HAMMERSMITH ACADEMY

Hammersmith Academy ("the Academy") (www.hammersmithacademy.org) is a state-of-the-art, non-denominational, all-ability, co-educational secondary school for 11-18-year-olds. Sponsored by City of London Livery Companies; the Mercers' Company and the Information Technologists' Company, the Academy opened in September 2011 and has now grown to approximately 950 students on roll. The Academy is oversubscribed and continues to be highly successful.

The Academy is a diverse and inclusive school reflective of multi-cultural London. The Academy serves a wide range of abilities raising aspirations and achievement with a pupil premium population of over 45%. Further, over 85% of our students go on to university to achieve their dreams.

The Academy combines excellence in achievement across the curriculum with opportunity and innovation in learning approaches developed through the Academy's specialisms in ICT and Creative and Digital Media.

HA Vision

- To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

HA Values

- We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.
- We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.
- We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

An enhanced Vision and Ethos statement is provided within the information pack. The sponsors are committed to excellence in secondary education and have a track record of working with successful academies and in areas of significant academy improvement. The educational vision, building design, curriculum model and Academy organisation plan are based on the template developed successfully at Thomas Telford Academy and the Mercers' other academies in the West Midlands.

The Academy has the support of, and access to, the expertise and educational networks of the Mercers' group of schools and colleges, which includes the highly acclaimed St. Paul's schools' (Independent), as well as the West London Partnership www.westlondonpartnership.org. Further details of the sponsors' educational activities can be found on their websites www.wcit.org.uk and www.mercers.co.uk. The sponsors also have strong links with international IT industries and with the City of London.

Why choose us?

- To make a difference and transform the lives of a diverse community
- A dynamic learning culture where your skills and attributes will be essential to its continued growth and development
- A strong, supportive staff body and leadership team
- A "can-do" culture of achievement coupled with ongoing personal and team CPD
- A well-run Academy with clear and effective processes that support professionals to lead and teach
- A commitment to well-being and support across the Academy



Click here for a virtual tour of the Academy: <https://www.hammersmithacademy.org/about-us/virtual-tour/>

APPOINTMENT OF SUBJECT LEADERS

Are You the Right Fit?

- Are you a highly motivated and outstanding classroom practitioner with a strong presence?
- Do you have a passionate belief in the potential for all students to succeed especially those from disadvantaged backgrounds?
- Are you a conscientious and enthusiastic team player ready to lead a vibrant department?

The Headteacher and Governors of Hammersmith Academy Trust invite applications from exceptional candidates for the role of Head of English. We are looking for a dynamic and well-qualified specialist who is dedicated to achieving high standards and nurturing each student's potential.

What We Offer:

- **Professional Growth:** This role provides an excellent opportunity for personal and professional development, including curriculum and pastoral leadership, with potential for academy-wide responsibilities.
- **Inspirational Environment:** Our academy has been recognized by Ofsted in January 2022 as a good school, where leaders and staff are committed to creating a culture of aspiration and success for all pupils, regardless of their starting points.
- **Collaborative Culture:** Our subject leaders work collaboratively to design a curriculum that integrates essential ideas and concepts, fostering a rich learning environment.

What We Seek:

- **Visionary Leadership:** You will be an outstanding leader with high expectations, capable of motivating students and staff to achieve exceptional standards. Your innovative approach will cultivate a love of learning and success.
- **Student-Centric Approach:** You should be committed to engaging, stretching, supporting, and challenging all learners, accurately assessing their progress and ensuring their maximum achievement.
- **Inclusive Ethos:** A dedicated teacher who believes in providing an outstanding education for all students, supporting our inclusive ethos, and creating opportunities for all to excel.

Our Commitment to Wellbeing:

We prioritize staff wellbeing through a supportive school community. Our vision is to create an environment characterized by caring relationships and meaningful engagement, promoting health and wellbeing for all.

If you are ready to share our passion and ambition for providing an excellent education, we look forward to hearing from you.

THE POST

As Head of Department, you will need to demonstrate the following in the development of a successful Academy in line with the sponsors' vision:

- Leadership, vision and drive to raise educational standards
- An inclusive approach to a school ethos of achievement
- Commitment to a varied and effective range of teaching methods underpinned by modern technology and on-line learning approaches, and to the development of students as effective autonomous learners
- Provide excellent leadership which promotes the highest standards of teaching in the subject area
- The ability to combine clear vision and the translation of ideas into action
- Commitment to the benefits to students of a longer taught day and an extensive enrichment programme
- Determination to achieve ambitious targets and outcomes
- Responsibility and accountability for all decisions taken
- Ability to work effectively with others and represent the Academy to the local and wider community
- Lead, develop and implement an innovative and creative online curriculum and learning programme
- Utilise the most appropriate resources for the subject area and ensure that they are used efficiently, effectively and safely whilst providing value for money
- Secure excellent progress and attainment of students in the subject area
- Play a role in the leadership of the pastoral structure within the academy
- Develop and implement policies, plans, targets and practices within the context of the Academy's vision and ethos

HEAD OF ENGLISH
SALARY: INNER LONDON MPS/UPS
TLR 1C - £14,294
REQUIRED: September 2025

SUBJECT LEADER JOB DESCRIPTION

Accountability

You are accountable to the appropriate Line Manager for all work undertaken.

Leadership and Management

- To lead the English department by providing a professional, positive, pro-active and creative approach
- To participate in the Performance Management process as a reviewee and, where appropriate, as a reviewer and to support staff in achieving their Performance Management targets
- To support the Senior Leadership Team in implementing whole school practice
- To promote the well-being/morale of colleagues and resolve any conflict/difficulties between them
- To support the Senior Leadership Team to tackle underperforming teachers/colleagues and support, manage and delegate job roles within the department
- To represent the views of the department in different forums
- To contribute to whole school strategic planning where appropriate
- To manage the English department's finances and resources
- To be aware of the health and safety of all members of the school community and to deal with or report any areas of concern immediately
- To complete any additional responsibilities as required by the Headteacher

Achievements and Standards

- To lead and assure the attainment and progress of English students
- To analyse baseline data and exam results to ensure students and staff are working towards aspirational targets in English
- To ensure that appropriate assessment strategies are implemented and fully understood by parents, students, teachers and external partners
- To track and monitor individual students and different cohorts of students and make appropriate interventions to tackle under-achievement of students' work
- To monitor the quality of achievement through sampling student work and ensure that benchmarking of students is implemented within the department in line with whole school expectations
- To support the Senior Leadership Team to take responsibility for overall behaviour management within the department to ensure a safe, secure and structured learning environment

The Quality of Provision

- To ensure that, in English, provision is made for all students to satisfy the requirements of Key Stage 3, Key Stage 4 and Key Stage 5 work (or relevant phase as appropriate) and to provide the latest learning resources for students and teachers
- To review the curriculum in light of governmental changes or improvements to benefit students' engagement and achievement
- To lead departmental subject analysis, self-evaluation and update DDP in the light of departmental self-evaluation, whole academy self-evaluation and ADP
- To model effective teaching and learning and to act as a team leader in preparing modules for the curriculum

- To observe and review the quality of teaching in the department
- To be visible on corridors and ensure transitions are smooth (supporting teachers with line up)
- To identify and implement strategies for raising attainment in English with the relevant departments.
- To lead rewards for English; letters home, certificates, corridor displays
- To organise the sharing of good practice across English
- To promote a stimulating learning environment which encourages students to learn with attractive and well-kept displays
- To promote cultural entitlement through the provision of a broad range of enrichment activities including the organisation of trips for English

Professional/Personal Development and Well Being

- To develop a team ethos in the department
- To provide opportunities for staff to discuss their own personal development and well being
- To lead on induction for new staff and beginner teachers - in terms of how to teach English, understand policies we follow, and expectations for lesson delivery, marking and feedback
- To support staff in receiving appropriate CPD and career development which meets the needs of both the individual, the department and the school
- To assist with the appointment of new staff, where appropriate
- To support department staff who may have to deal with challenging parents

Learners, Parents/Carers and Stakeholders

- To carry out any pastoral support roles (including being a tutor) as required
- To evaluate the views of students, parents and stakeholders and to act on recommendations where appropriate
- To liaise with parents, carers and stakeholders in order to facilitate the flow of information about students
- To make presentations to all stakeholders

SUBJECT TEACHER JOB DESCRIPTION

Accountability

- You are accountable to the appropriate Line Manager for all work undertaken.

Corporate Responsibilities

- To contribute positively towards developing the Academy's ethos, philosophy and ideology.

Curriculum Responsibilities

- Within your subject area, to ensure that provision is made for all students to satisfy the requirements of Key Stage 3, Key Stage 4 and Post 16 work.
- To reflect the sponsors' vision and embed in the principles underlying the Academy's curriculum framework in preparing, teaching and developing with others (staff members and partners from industry and commerce) aspects of the curriculum.
- To ensure that appropriate assessment strategies are utilised and fully understood by parents, students, and external partners.
- To work with the Subject Leader in preparing modules for the curriculum.

Pastoral Responsibilities

- As a Personal Tutor to undertake delegated responsibilities for the pastoral care of a group of students, fully implementing the Academy's pastoral philosophy.

Fabric Responsibilities

- To ensure that the spaces for learning given into your care are attractive and well kept.
- To devise strategies to ensure that the students' work is well displayed and that the area is free from litter and graffiti and conducive to creating a safe and stimulating working environment.

Community Responsibilities

- To involve industry, parents and educationalists as fully as possible in the life and development of the Academy.

Industry & Commerce Responsibilities

- To ensure that contributions to curriculum design and delivery by industrial and commercial partners assigned to you are made within a spirit of full collaboration.

Appraisal Responsibilities

- To be an active participant in, and recipient of, the Academy's appraisal system, which will include an annual review and, where necessary, re-designation of responsibilities in the interests of the student and staff needs.

Teaching Responsibilities

- To prepare, plan and teach the agreed curriculum utilising as fully as possible the Information Technology System available in the Academy.
- To track and monitor individual students and different cohorts of students and make appropriate interventions to tackle under-achievement of students' work.
- To take responsibility for overall behaviour management within classes to ensure a safe, secure and structured learning environment.

Other

- To comply with Hammersmith Academy's Professional Dress Policy and Code of Conduct.
- To carry out other reasonable tasks from time to time as directed by the Headteacher.

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PERSON SPECIFICATION AND SELECTION CRITERIA

	E	D
Qualifications		
Qualified Teacher Status (with DfES Number), including skills tests where required	✓	
First/Second Class Degree	✓	
Ability to meet the Teachers Standards commensurate with experience and salary	✓	
High standards of literacy and numeracy	✓	
Willingness to develop own expertise (evidenced through continuing professional development)	✓	
Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people	✓	
Successful experience of:		
Successfully working in a school, preferably across the 11 to 18 age and ability range	✓	
Leading and managing others	✓	
Raising levels of achievement	✓	
Leading innovative curriculum development	✓	
Organising and delivering INSET		✓
Managing and involving others in developmental work	✓	
Knowledge and understanding of:		
Good subject knowledge	✓	
Good classroom practitioner able to motivate and inspire students	✓	
Potential to develop outstanding practice in the classroom	✓	
Ability to build good relationships with students and colleagues	✓	
Ability to work with initiative, as an individual and as a team member	✓	
Ability to communicate effectively with different audiences, orally and in writing	✓	
Ability to accurately analyse a range of data and use to inform planning and target setting	✓	
Well organised and able to maintain sound records	✓	
Knowledge of current educational and curricular issues	✓	
Strategies for ensuring equal opportunities for staff and students	✓	
Proven ability to lead and manage others to work towards common goals		
Secure commitment to the aims and objectives of the subject	✓	
Prioritise, plan and organise	✓	
Deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement	✓	
Acknowledge and utilise the experience, expertise and contribution of others	✓	
Set standards and provide a role model for students and other staff	✓	
Devolve responsibilities and delegate tasks, as appropriate	✓	
Seek advice and support when necessary	✓	
Command credibility and use your expertise to influence others	✓	
Make informed use of research and inspection findings	✓	
Apply good practice to and from other subjects and areas	✓	
A commitment to excellence and working in partnership	✓	

	E	D
A commitment to contributing to completion of professional duties and the work of teams	✓	
Proven ability to make decisions and solve problems		
Judge when to make decisions, when to consult with others, and when to defer to the Senior Leadership Team	✓	
Analyse, understand and interpret relevant information and data	✓	
Think creatively and imaginatively to anticipate and solve problems and identify opportunities	✓	
Self-management		
Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in Academy development	✓	
ICT skills and their application to teaching and learning within subject specialism	✓	
Ability to reflect on practice and act on advice to improve professional practice	✓	
Achieve challenging professional goals	✓	
Take responsibility for your own professional development	✓	
Attributes and attitudes		
Hardworking and committed to inclusive education	✓	
Personal impact and presence. Adaptability to changing circumstances	✓	
Evident enjoyment in working with young people	✓	
A belief in the value of individuals and that every child genuinely matters, can attain well and make at least good progress regardless of starting point(s)	✓	
Have a passion and enthusiasm for learning and specialist subject(s)	✓	
Commitment to continuing professional development	✓	
Capacity for working under pressure and prioritising tasks	✓	
Ability to model very high standards of professional practice and personal standards at all times	✓	
Energy, vigour and perseverance	✓	
Highest possible expectations of self and others	✓	
Self-confidence, enthusiasm and commitment and determination to succeed	✓	
Intellectual ability	✓	
Reliability, loyalty and integrity	✓	
Ability to manage and overcome setbacks	✓	
Ambition and the potential for further promotion	✓	
An excellent record of attendance and punctuality	✓	

A message from the Headteacher, Gary Kynaston

"In my experience of working in inner-city education, and my own time at school, I sometimes saw an attitude that assumed some people 'can't do', and I knew this was wrong. I see that people, of any age, will respond to clear boundaries and clear vision. If you show your students you have belief in them and encourage them to have belief in themselves, their confidence grows, and they surprise themselves with what they can achieve. Our students will leave school not only academically qualified, but confident, mature and ready to prove themselves".

GCSE Results 2024

The Academy is once again celebrating an impressive set of GCSE results, maintaining the benchmark set last year, going against the national downturn of top grades awarded. Our 'fair-banded' cohort have performed well above the national average expectations.

Among the standout statistics, an incredible 77% of all grades awarded were at levels 9-4, significantly higher than the national average of 66%. More impressively, a quarter of all grades awarded were between levels 9-7.

Furthermore, 75% of Hammersmith Academy students achieved a strong pass in English (grade 9-5) and 60% scoring a strong pass in Mathematics.

Top performing subjects include History, Art and Drama with 40% of all students securing grades 9-7.

The Academy maintains a high number of students being entered for the English Baccalaureate (EBacc) with over 70% studying the subjects considered essential for degrees and careers. These include English Language, English Literature, the Sciences, Geography or History and a Language as a minimum.

Additionally, there is a continued reduction of the attainment gap between girls and boys and a very notable above national level performance from the SEND student cohort with students on average achieving a minimum of half a grade higher than their national counterparts.

Hammersmith Academy's strong set of results demonstrates a consistent high level of academic achievement across a broad range of measures.

Examples of GCSE Standout Successes:

- RC was the Academy's top performer, scoring an outstanding 8 grade 9s and a grade 8.
- HS attained 5 grade 9s, 4 grade 8s and a grade 7. She said, "I am so pleased with my results because I worked really hard for them and my family are all extremely happy and proud of me. All the teachers have been really great supporting me and the rest of the year group, and I'm really thankful for all their help. I'm happy that I can stop stressing about the results and go on holiday now!"
- TA recorded 2 grade 9s and 7 grade 8s. – T's mother added, "The Academy, the Headteacher and all the staff have done a fantastic job helping bright students achieve the best they can in an academy school setting. It's something that the school should be very proud of. Thank you!"
- AAW scored a grade 9, 6 grade 8s and 2 grade 7s. She added, "I am extremely pleased with my results and couldn't have asked for better grades, especially in Spanish and maths since these were my best grades yet. I found Year 11 to be very tough, however it has been my favourite. I would like to say thank you to every one of my teachers as I could not have achieved these grades without them, in particular a huge thank you to Miss S as she never

gave up on me or let me give up on myself whenever I was struggling The same thing goes for Mr M who would always be happy to come in early or stay behind late to help me and other students. I am now looking forward to studying for only 3 subjects and focusing solely on what I love to learn about (sport, psychology and sociology).”

Cohort Context Summary	<i>HA 2019</i>	HA 2024	<i>National 2019</i>	National 2024
Student entries	120	139	n/a	n/a
Gender ratio (M:F)	48:52	52:48	50:50	50:50
Disadvantaged students	48%	46%	28%	28%
Average KS2 core level	4.93	107	4.80	105
Entered for EBacc	88%	71%	38%	40%
Achieved EBacc Standard	40%	45%	23%	24%
Achieved EBacc Strong	20%	30%	16%	17%
Average Progress 8	0.10	0.29	0.01	0.01
Average Total Attainment 8	51.62	52.64	46.97	46.61

Attainment Measures %	<i>HA 2019</i>	HA 2024	<i>National 2019</i>	National 2024
Students with at least 1 qualification	100	99 (99)	99	98
Standard passes in E+M	77	76 (73)	65	66
Strong passes in E+M	54	58 (57)	42	46
5 standard passes inc E+M	70	71 (70)	61	61
5 strong passes inc E+M	48	52 (54)	39	42
Passes at 9-4 all subjects	73	77 (77)	67	68
Passes at 9-7 all subjects	22	24 (29)	21	22
Maths Standard pass	79	79 (78)	71	71
Maths Strong pass	54	60 (61)	49	52
English Standard pass	88	89 (86)	77	76
English Strong pass	80	77 (75)	61	61

A-Level Results 2024

Hammersmith Academy celebrates success across a wide range of courses, university destinations and Degree Apprenticeships, which are becoming increasingly more desirable amongst students keen to enter the professional market without the need for loans.

Students continue the Academy’s record of securing Oxbridge and Russell Group places across a diversity of courses which include Law, Neuroscience, Medicine and Economics and Finance. Additionally, two students take up places on Chartered Management Degree Apprenticeships at Kepler Interactive, a global publisher and game developer and two other students commence apprenticeships at Ofcom and OCU Modus respectively.

Overall, the Academy’s A-Level attainment exceeds previous years with 70% of all grades awarded A*-C with an impressive 39% of those at A*-B. This surpasses the 2019 attainment figures which the government is using to benchmark results post pandemic.

BTEC results are impressively higher than previous with 45% of all grades awarded at Distinction or Distinction* and 92% of all grades Merit or higher.

There were outstanding results posted across a number of subjects including Government & Politics, Psychology, Geography and Physics.

These results demonstrate the Academy's strong history of academic success, consistently preparing students to achieve their university and professional goals.

Examples of A-Level Standout Successes:

- JH was this year's highest achiever with A*A*AB and will read Law at Queen Mary University. He said, "Now that I have my results, I am pleased and relieved that the wait is over! The Careers Team really has been amazing. Their guidance has been expansive and thorough. I'm really looking forward to starting my law degree and I'm hoping to pursue the Bar and eventually become a barrister after my degree."
- EH continues the Academy's Oxbridge success attaining AAC and will start a Foundation Year in Arts, Humanities & Social Sciences at University of Cambridge. She commented, "I am relieved with my results as post-Covid there were anxieties surrounding them. A big thank you to Miss H from the Careers Team for pushing me to apply when a university like Cambridge seemed like a distant dream. A huge thank you to the Humanities Department too for always pushing me to do my best and building my confidence. I hope to have a career in diplomacy and politics one day."
- WC scored AAA and will study Biomedical Science at King's College London. "I would like to thank all the supportive teachers especially the Maths Department, and the Careers Team who helped me with my university application. My overall experience has been amazing as I have been surrounded by motivated students and have made many good friends."
- MM achieved AAB and secured a place at City University to study Economics with Accounting. He said, "I'm extremely proud and ecstatic with my results. I couldn't have asked for any more help from my teachers as they guided me towards achieving my grades. I'm looking forward to taking my education to the furthest level in the near future, where I'll continue to challenge myself and reach new heights."
- A number of students achieved their apprenticeship places. HB and RT will begin a Chartered Management Degree Apprenticeship at Kepler Interactive. TPN goes on to an apprenticeship at Ofcom. EE has a place as a Project Management Apprentice with OCU Modus.

	2018/19	2022/23	2023/24	Y13
Average prior attainment	5.22	6.3	6.01	5.31
A level Average Point Score	28.68	32.51	30.21	32.80
A level Average Grade	C	C+	C	C+
*/A (national)	9 (25)	20 (27)	13 (28)	
*/C (national)	56 (76)	72 (76)	67 (76)	
*/E (national)	95 (98)	96 (97)	96 (97)	
*/D (national)	29 (38)	31 (43)	44	
*/M (national)	80 (81)	69 (78)	92	
*/P (national)	87 (98)	94 (97)	100	

STAFF BENEFITS

The Academy offers all its staff a range of benefits including:

- Interest Free Loan of up to £2000 - for IT equipment
- Employer pension contribution – Teachers Pension Scheme (Teachers); Local Government Pension Scheme (Support staff)
- Cycle to Work Scheme: Cyclescheme is an employee benefit that saves 25-39% on a bike and accessories. Nothing is paid upfront, and payments are taken tax efficiently from your salary by your employer.
- Season ticket loan – employees are entitled to apply for an annual, interest-free season ticket loan for travel or apply for a bike loan
- Support Staff Continuous Service Award
- Free Health and Fitness – full access to the Academy’s fantastic gym and fitness facilities
- Free breakfast, lunch and hot drinks – for staff who dine with students
- A commitment to Wellbeing:
 - free flu vaccinations offered annually
 - INSET in July to plan for September so that you can enjoy your summer
 - a two-week half term during the Autumn Term
 - weekly Staff “shout-outs” celebrating each other
 - Staff Drop-in Sessions
 - Governors’ Praise and Recognition Scheme
 - Staff social events including Staff Wellbeing Afternoons
 - Staff football/yoga
- Access to the London Borough of Hammersmith and Fulham’s Parking Permit Scheme offering subsidised parking in the local area
- Membership of Medigold Health Protect – our mental health and well-being support service including the Thrive App offering mental wellbeing support at the touch of a button, anytime, anywhere
- Free Membership of the National College
- In addition to whole school CPD, a separate CPD budget of up to £300 will be available to staff to be agreed with Department Head and CPD Manager

STAFF WELL-BEING

The vision for the Staff Well-being Committee is as follows:

- 'To create a caring school community promoting staff well-being through a whole-school approach characterised by caring and supportive relationships amongst school members; school members being meaningfully engaged in the school community; and addressing and supporting the health and well-being of all school members within a safe environment that celebrates achievements.'

The Governors requested 50 Reasons why we work at HA from staff to add as “soundbites” to staff literature. However, they are so good, they can standalone!

50 REASONS TO WORK AT HA

- Providing refreshments, breakfast, and lunch for staff creates a feeling of care despite the financial commitment required for the Academy to offer these to staff.
- All staff are welcoming and supportive, particularly for newcomers. The buddy system helps new staff settle in, offering advice and support from experienced HA staff.
- There is a strong sense of community among staff and students.
- Working in the inner city offers the opportunity to give something back and embrace new challenges.
- The focus is on the journey of students, including life-changing experiences, qualifications, and pathways.
- Staff have opportunities to contribute to decision-making within the Academy and their own department.
- Members of staff within the department provide support, creating a welcoming environment from the start and fostering a sense of team membership even before starting.
- The middle leadership team, including heads of department, demonstrates strong leadership.
- All staff members align with and commit to the overall aims and ambitions of the Academy, striving towards the same goals.
- Staff are warm and approachable, enabling the sharing and utilisation of collective experience.
- Support with behaviour management is provided, especially for new staff members who are settling in with new classes and students.
- Everyone collaborates to support behaviour management, including in the corridors and during transitions.
- The Academy fosters a culture that sets students up for success and provides them with amazing opportunities. As students mature, they appreciate this more, which is rewarding for staff to witness and contribute to.
- The Academy has a clear vision that is communicated to staff and students, ensuring clarity about its ambition.
- The Academy is an inclusive and diverse community that celebrates differences and acts.

- Staff members have the opportunity to voice their opinions and feel heard.
- Staff members are encouraged to collaborate with others to generate ideas, for instance, during ECT and middle leadership programmes.
- There is a strong commitment within department teams to the subject area, with frequent collaboration on pedagogy and subject knowledge.
- Staff focus on the individual needs of students, caring about their progress and personal journey.
- Staff have the opportunity to form special relationships with students over time, such as through the roles of tutor or class teacher.
- Students trust the staff and engage in their education. Overall, students respect staff and respond positively, even when interacting with unfamiliar staff members.
- Clear reward and behaviour systems are in place for staff to support students in their learning. These systems establish clear boundaries, which are understood by the students.
- Departments have a dedicated space for staff to gather, share ideas, seek advice, and share experiences, fostering positive relationships and team spirit.
- The aspirations of families within the community, and the expectations of students at school, are reflected in the Academy's culture. If you have been at the Academy for a while, you continue to interact with family members and siblings. Families remember you and return to thank you and update you on their child's journey.
- The Academy offers pathways and opportunities for staff progression, utilising the skill sets of staff for further development.
- The Academy provides a wide range of opportunities for staff to participate in various aspects of Academy life, such as curriculum planning and trips.
- Staff have opportunities to present new ideas/passions, and they are supported in implementing these ideas with the help of colleagues, even if they are not initially fully aware of how to implement them.
- Staff benefit from seeing the experiences they have organised for students come to fruition, especially experiences that the students would not otherwise have the opportunity to participate in.
- Staff achievements are regularly recognised and rewarded. Positive comments and feedback from families and the community create a motivating atmosphere for staff.
- Students engage respectfully with staff members, for example, by asking them how they are and holding doors open for them.
- The garden space provides a peaceful and quiet environment, which is particularly enjoyable when taking your tutor group there.
- The circular building and canteen space foster opportunities for staff to bond and form relationships.
- The Governors are heavily involved in the Academy and provide support and opportunities for students and staff.
- The partnerships that the school has, such as the West London Partnership, provide invaluable support and opportunities.
- Each staff member is allocated a specific budget to attend CPD, including undertaking national professional qualifications.

- The Academy promotes a growth mindset and is often at the forefront of many initiatives. An evidence-based approach is used to ensure practices are current and forward-thinking.
- ECTs receive extensive support, with great mentors providing ongoing mentoring and coaching to improve teaching and learning.
- The school values enrichment and extra-curricular activities, focusing on developing the whole child, for example, through session three and school productions.
- Staff have the opportunity to create their own session three clubs, following their passions and interests.
- Well-being is a key aspect of the Academy, and the well-being committee provides a platform for staff to voice their opinions to senior leaders and governors, leading to changes.
- Staff have the opportunity to have their voices heard, for example, during the governor drop-in regarding well-being each academic year.
- There are opportunities for staff to receive praise and recognition, for example, during the governors' afternoon tea.
- An open-door policy is in place, allowing staff to observe each other's lessons, for example.
- A warm welcome is provided at interviews, making candidates feel part of the Academy and ensuring a positive interview day experience.
- While students' progress and academic data are important, the Academy's investment in the whole child is incredible. Staff provide a vast number of opportunities for students and are committed to doing this as they value this experience for the student's development.
- There is a high level of organisation through the QAS and weekly briefing communications.
- The support received from centralised systems allows staff to focus more effectively on their teaching.
- The strength of the support staff and systems is remarkable, providing the foundation for the Academy to operate effectively.
- CPD is developmental and collaborative, giving staff a sense of autonomy over their targets and progress towards them.
- Senior staff members are supportive and open to listening to views and feedback from a range of staff.

THE ACADEMIST

Hammersmith Academy's termly newsletter, containing articles and stories from the full spectrum of Academy life. There are contributions from both students and staff and covering academic and extra-curricular events.



<https://www.hammersmithacademy.org/parent-portal/newsletter/>

HOW TO APPLY

Please complete the **application form** which includes a supporting statement. Whilst referencing the Person Specification and Job Description, your supporting statement should show your skills, attributes and abilities to teach in the subject within Hammersmith Academy (no more than 2 x A4 sides - min.11pt font) and give evidential examples to support your points.

Your statement must include the following points:

- How you inspire students in your subject area and ensure they make excellent progress; and
- Explain how you will support your subject area to achieve the highest standards in terms of curriculum, teaching and learning

CVs will not be accepted for this post.

For additional information about Hammersmith Academy please visit our website:
www.hammersmithacademy.org

Closing Date: Tuesday, 6th May - 9.00am
 Interviews: To be confirmed

Candidates may be invited for interview upon receipt of a completed Application Form prior to the closing date. Early application is therefore advised.

All applications will initially be acknowledged by e-mail. If you have not heard further within two weeks of the closing date you may assume you have not been successful on this occasion.

In accordance with recommendations made by the DfE in Keeping Children Safe in Education 2023, all shortlisted candidates will be subject to an online search. This will help identify any incidents or issues that have happened, and are publicly available online, which Hammersmith Academy will explore with the applicant at interview.

Hammersmith Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS Check) and the receipt of two satisfactory references.

Hammersmith Academy is an Equal Opportunities employer and does not discriminate on the grounds of any protected characteristics as defined by the Equality Act 2010.

HAMMERSMITH ACADEMY

INSPIRE CREATE SUCCEED

Vision

To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

Values

We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.

We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.

We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

The HA WAY - HA learners demonstrate:

- Pride and Commitment
- Professionalism and Leadership
- Active citizenship
- Honesty and Reliability
- Respect and Integrity

Hammersmith Academy ensures that students are happy, safe and secure in their learning and develop through a culture of success, into self-confident independent learners who become highly valued members of their community. Strong leadership at all levels challenges underachievement and ensures students make outstanding progress and achieve high standards of attainment.

It is an inspiring and creative place to learn, which is rich in digital and creative media technology that stimulates and develops students' academic and vocational skills through the promotion of excellence.

Students leaving the Academy will have the following profile:

- A strong portfolio of accredited achievement.
- A highly developed sense of responsibility and pride in their own performance.
- Outstanding communication skills, including digital literacy
- Well-developed literacy and numeracy skills
- Strong leadership skills coupled with a professional attitude to enhance employability.
- An ability to work collaboratively and develop team cohesion.
- An aptitude for research, enquiry, problem solving and creativity
- Are actively kind, caring and socially responsible.

Developing character and a growth mind-set - Be better than you thought you could be

Good character development coupled with academic success is essential to a high-quality education. We succeed by developing a growth mind-set through the skills of resilience in the face of challenge, resourceful when solving problems, reflective when evaluating progress and reciprocal when working in teams. To be fearless when striving for excellence and contributing positively to life in a global society.

We want each individual to be better than they thought they could be. We believe everyone is powerful beyond measure and capable of extraordinary achievements. We expect more from ourselves and each other in our drive to be the best and are 100% committed in everything we do. We constantly challenge students to push their limits, to work hard, to be resilient and inspire each other to *outstanding* success.

We expect the same from all adults. That they are determined and committed to be the best they can be, demonstrate a 'can do' attitude and transmit these expectations to the students.

Knowledge is power

Knowledge creates power. First, Intellectual power - primarily through the core disciplines of literacy and mathematics which are the building blocks in accessing a successful life. Second, Economic power - a deep understanding of the links between self-management and problem-solving skills in becoming rounded and grounded in preparation for the world of work and thirdly, social power - developing our social and moral responsibility as active citizens.

We prepare students for successful lives through a stimulating and engaging curriculum where our practices mirror those found in the wider world of work. Using a broad experiential approach, students are given the opportunity to make choices, take responsibility for their learning and accelerate their interests in greater depth.

Developing a thirst for knowledge through inspirational teaching is powerful. Its value is limitless. It enables students to absorb challenging concepts and develop the skills of critique, analysis and evaluation.

Leading is achieving

Leadership is central to our ethos of success as an individual, a team and a learning organisation. We work closely together to improve. We consistently look to enhance the quality of what we are doing and seek inspiration from inside and outside the Academy.

Our students are future leaders who develop a clear sense of ownership and pride in their own performance which empowers them to support others. We expect students to value and celebrate success and champion their community.

All adults are expected to lead and to build a performance culture. In every action, attitude and expression, they set direction and expectation. Every adult is trusted to act with integrity and take personal responsibility to do the right thing for the students.