



Aspirations Academies Trust
in association with AUI and QISA

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Magna Academy Poole
an Aspirations Academy

Assistant Principal L10-14 (salary negotiable, based on experience)

Application Pack



National Teaching School
designated by
National College for
Teaching & Leadership

National Support School
designated by
National College for
Teaching & Leadership

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



A Warm Welcome to Magna Academy

Thank you for considering Magna Academy Poole for your next appointment. We seek an excellent current middle/senior leader for January 2020.

Magna Academy is a team and a family of people who are all working together to achieve our mission of preparing our students for success at university, further education, highly skilled vocational training and beyond.

Our Academy is a vibrant and exciting place to work and was graded as outstanding in all areas by Ofsted in June 2015 and December 2018.

In 2018, Magna achieved a Progress 8 score of 1.15, placing us 24th nationally (top 1%).

We have very high expectations and treat work load very seriously. Our systems ensure you can really focus on your core purpose – teaching, in a sustainable way.

If you are able to visit, you will see a scholarly culture with impeccable behaviour and highly engaged students. At the same time, we are very outward-facing and humble. We know we haven't yet got everything right, and are driven to continuously improve for our students.

Who are we looking for?

- an excellent teacher of their subject
- a successful leader with proven middle/senior leadership experience, who will play an important role in leading the Academy into its next stage of development
- someone with significant experience of raising achievement, leading change and ability to motivate staff and students
- someone who does whatever it takes to ensure the life chances of all our students are maximised. They will blend extreme personal humility with intense professional will.
- totally aligned to our values and mission. If you are the type of person who fits with our culture, you will love working here.
- **Specific job description will be dependent upon the candidate's background and experiences**

You would be a member of the Senior Leadership Team, be able to study for the NPQSL and have excellent progression opportunities to become a Vice Principal as the Academy, National Teaching School, National Support School and MAT continue to grow. As a Teaching School you would also have the opportunity to become a Specialist Leader of Education.



We actively welcome visits and would be delighted to show you around our Academy to fully appreciate our excellent learning environment.

What we can offer you

- A professional progression model to enable you to progress in your career
- Excellent support and line management
- Great students who behave impeccably – you can make a massive difference to them
- Centralised behaviour system, including homework detentions helping to underpin impeccable behaviour, so you are free to teach
- A feedback policy focused on whole class feedback – we do not have onerous/impossible marking policies
- A centralised homework system at KS3 – you do not need to check/mark KS3 homework
- No formal graded lesson observations – just ongoing ‘no-stakes’ feedback, helping you to continuously develop – we believe that trusting our staff with autonomy helps to develop a strong staff culture
- Collaborative planning with centralised, shared units of work and resources
- CPD starts as soon as you are appointed
- State of the art facilities and a very pleasant location in beautiful Dorset

The Senior Leadership Team

The Senior leadership team comprises of the Principal, Senior Vice Principal, 2 Vice Principals and 5 Assistant Principals



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 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.

We wish to create a culture of excellence, that permeates everyday life at Magna.

The Aspirations Trust core purpose is to develop young people with the aspirations, skills, qualities and high-level qualifications that will enable them to be the very best they can be, enabling them to compete on a global stage. To achieve this in a highly complex and ever-changing world, we have to ensure that our educational provision is always relevant, innovative, evolves in response to changing needs and provides an outstanding education for all our students. **The Trust's three guiding principles underpin our vision; self-worth, engagement and purpose.**



Work Life Balance

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.

For example:

- We operate a feedback policy, which does not require you to make individualised comments in exercise books, saving you hours of time
- Collaborative planning with centralised, shared units of work and resources
- 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.
- 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 same day detentions, including for homework non completion – you are not continuously setting detentions, running detentions and chasing non-attendance.
- We do not grade lessons – we believe in a growth mindset approach, where teachers continually improve over time through continuous coaching/feedback loops.



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. Please contact zchallis@magna-aspirations.org or 01202 604222 to arrange a visit or an informal, confidential discussion about the role.

Magna Academy is committed to safeguarding and promoting the welfare of children. The successful candidate will be subject to an enhanced DBS check before taking up the post.

How to Apply:

Please click on the "quick apply" button to submit an online application.

Closing date for applications: 4pm Thursday 17th October

Interviews: Week beginning Monday 21 October

We look forward to receiving your application!



Assistant Principal at Magna Academy (Full-time)

Job Description

The Assistant Principal at Magna Academy Poole 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, 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 Principal as part of a cohesive and highly effective Senior Leadership Team. The Assistant Principal will be fully supported by the Principal in every aspect of the management and organisation of the Academy. The Assistant Principal should support 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 the curriculum, teaching and learning aiming to ensure that it is of the highest quality at all times
- Strategic and operational leadership of agreed whole Academy responsibilities

Purpose:

- To be responsible for the academic success of students at the Academy
- To raise standards of student attainment and to monitor the effectiveness of teaching and learning
- 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 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 across the Academy.
- To establish successful raising achievement plans and intervention programmes for all year groups within the Academy.

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- 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 whole Academy responsibilities.

Responsible for:

- Subject Middle leaders, teaching staff, other relevant personnel and students within the Academy.

Operational and Strategic duties:

- To supervise and lead staff to ensure the effective operation of the Academy
- To line manage staff within the Academy.
- To oversee and guide the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Academy.
- To work with middle leaders to ensure the effective deployment of staff and physical resources.
- To work with middle leaders to monitor the overall coherence and relevance of the needs of students and to the aims, objectives and strategic plans of the Academy.
- To ensure that the work done in the 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 and middle leaders
- 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.
- To lead and manage the work of middle leader within the Academy 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 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.

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- To work with staff to maintain accreditation with the relevant examination and validating bodies.

Staff Development Responsibilities:

- To work with staff to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To monitor the efficient and effective deployment of technicians/support staff (where appropriate).
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the Academy.
- To participate in the interview process for teaching posts when required and to work with middle leaders 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 and to work towards their achievement.
- To contribute to the Academy's procedures for lesson observation, subject review and quality assurance.
- To work with middle leaders to monitor and evaluate the work of the 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 Academy.
- To provide the Local Governing Body with relevant information relating to the Academy's performance and development.



Managing Effective Communications:

- To ensure that all members 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.

Resource Management:

- To work with middle leaders 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 Academy, by liaising with middle leaders, 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 Academy 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 curriculum area's 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 or 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.

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- 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.

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

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	
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	



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	

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Criteria	Essential	Desirable
Commitment to regular and on-going professional development and training to establish outstanding classroom practice.	A,R	
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 and 5 Raising Achievement strategies.	A,R	
Knowledge and application of data used to drive raising student achievement.	A,R	



Criteria	Essential	Desirable
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	
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	



Criteria	Essential	Desirable
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	
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 and Excitement • Curiosity and Creativity • Spirit of Adventure • Leadership and 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.

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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.

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

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.

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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.