



ASPIRATIONS

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Park Academy West London
an Aspirations Academy

**Co-ordinator Science
L7-L11
September 2019 start**

Application Pack



Welcome to Park Academy West London

Thank you for your interest in the role of **Co-ordinator Science** at Park Academy West London. We wish to add capacity to our talented team of teachers through appointing an excellent Co-ordinator Science with a real passion for engaging children in learning coupled with an ambition to both hone their craft and contribute to the developing Science department.

Each member of staff at Park Academy shares a drive to equip students with the qualifications, qualities and skills to reach their personal ambitions working together creatively to overcome any hurdle which might otherwise disadvantage our children.

We all have the highest aspirations for every student and provide exceptional education and pastoral care for each individual. As a result, children perform tremendously well in external examinations and this year's summer GCSE results were its best ever.

We aim to provide a positive and supportive environment where young people achieve their full potential. Park Academy West London is a new school for a new age. We aspire to provide outstanding education for our young people and aim to ensure that not only our students but the whole community become proud of the Academy and its successes.

We are the one chance of success for our students and we are persistent and resilient in supporting students to overcome any obstacles they may face. We are looking for someone who is passionately interested in teaching and learning who will share our drive to engage and motivate every child to achieve the very best outcomes. The successful candidate is, or will have the ambition to become, an excellent classroom teacher capable of leading others to continually improve their practice.

Juan Delgado
Principal

Visits are welcomed and encouraged

To arrange a visit or for more information please contact

Moira Canning, PA to the Principal

E-mail: info@park-aspirations.org

Park Academy West London
Park View Road
Hillingdon, Middlesex
UB8 3GA

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Vision and Ethos

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 engaging and challenging curriculum designed to ensure all students develop the knowledge, skills and attributes essential for success in the 21st Century.

We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Park Academy West London is driven by this, so that our students can leave us with the best set of qualifications possible and as well rounded young people thereby helping to maximise their life chances.

High Expectations

We expect all students to meet the highest standards, and work with families and the community to ensure that our students meet our high expectations.

Active Engagement in Learning

Park Academy West London teachers provide engaging, challenging and relevant teaching and learning. Our Co-ordinators are a key leadership group who exemplify the classroom excellence and nurturing pastoral care we expect from every teacher and academic mentor.

Teaching and Learning

Park Academy West London teachers provide engaging, challenging and relevant teaching and learning. Our teachers are a key group who drive new initiatives and exciting new pedagogies within Park Academy West London and across the Aspirations Academies Trust.

Our Future Ambitions

To become an outstanding academy that provides exceptional opportunities for students. We are dedicated to developing life-long learners and students who when they graduate from school and university are able to contribute positively to society.

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

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Who are we looking for?

We are looking for an outstanding Co-ordinator Science who will:

- Be an outstanding Science specialist, with outstanding leadership skills
- Be a proven teacher, who has driven up attainment and progress in Science
- Provide strategic and operational subject leadership of the Science department.
- Raise attainment and achievement at KS4 and KS5 in Science

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

What can we offer you?

With great students, an outstanding and supportive team of staff and an Academy in a well-connected location just, Park Academy West London offers an excellent opportunity for an ambitious, talented individual looking to develop their career.



As part of the successful and growing Aspirations Academies Trust we are a part of the newly designated NCTL Teaching School Alliance. 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.

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Co-ordinator Science at Park Academy West London (L7-L11)

Job Description

Co-ordinator Science at Park Academy West London shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Co-ordinator Science is directly accountable to the Head of Science and Technology School, to ensure the educational success of the Science Department within the overall framework of the Aspirations Academies strategic plan as well as the individual Park Academy West London strategic plan. The Co-ordinator Science is responsible for managing the effective day to day operation of the Science Department to ensure an effective educational provision. The Co-ordinator Science should support the Senior Leadership Team 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.

Purpose

- 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 Park Academy West London.
- Focus primarily on the development of teaching and learning aiming to ensure that it is of the highest quality and all times.
- Provide effective pastoral support for all students in the Academy.
- To contribute to raising standards of student attainment.

Responsible for:

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

Main Responsibilities

- To raise standards of student attainment and achievement within the Science area and to monitor and support student progress.
- To be accountable for student progress and development within the Science area.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Science area, in accordance with the aims and policies of the Academy.
- To be accountable for leading, managing and developing the Science area.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the Science area.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To help to raise the aspirations of students in Science and in the Academy.

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Operational and Strategic duties

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Science area.
- The day-to-day management, control and operation of course provision within the Science area, including effective deployment of staff and physical resources.
- To actively monitor and follow up student progress.
- Arranging details for internal and external examinations.
- To attend all appropriate meetings.
- To lead and manage the business planning function of the Science area, and to ensure that the planning activities of the Science area reflect the needs of students within the Science area, the Academy Improvement Plan and the aims of the Academy.
- To ensure that the work in the curriculum area fully reflects the distinctive philosophy of the Aspirations Academies Trust.
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the Science area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

Curriculum Duties

- To liaise with the Head of Science and Technology School to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the vision of the Academy.
- To be accountable for the development and delivery of the subjects in the Science area.
- To lead curriculum development for the whole Science area.
- To keep up-to-date with national developments in the Science area and teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the Head of School to maintain accreditation with the relevant examination and validating bodies.

Staff Development Responsibilities

- To work with Science and Modern Foreign Languages School to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of the Science area's technicians/support staff.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the Science area.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Science area liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the Science area.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the Academy's Initial Teacher Training Programme.
- To be responsible for the day-to-day management of staff within the Science area and act as a positive role model.

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High Standards Maintenance

- To ensure the effective operation of review and monitoring systems.
- To ensure the process of the setting of targets within the Science area and to work towards their achievement.
- To establish common standards of practice within the Science area and develop the effectiveness of teaching and learning styles in all the strands within the Science area.
- To contribute to the Academy's procedures for lesson observation.
- To seek/implement modification and improvement where required.

Management Information Responsibilities

- To ensure the maintenance of accurate and up-to-date information concerning the Science area on the management information system.
- 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 Science area.
- To produce reports on examination performance, including the use of value-added data.
- To manage the Science area's collection of data.
- To provide the Local Governing Body with relevant information relating to the Science area's performance and development.

Managing Effective Communications

- To ensure that all members of the Science area are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, Industry Examination Boards, Awarding Bodies and other relevant external bodies.
- To represent the Science area's views and interests.

Resource Management

- To manage the available resources of space, staff, money and equipment effectively and efficiently in order to maximise the educational provision for students.
- To work with the Head of Science Technology School in order to ensure that the Science area's teaching commitments are effectively and efficiently time-tabled and roomed.

Student Support Duties

- To lead and manage the work of the team of personal mentors/tutors.
- To monitor and support the overall progress and development of students within the Science area.
- To monitor student attendance together with students' progress and performance in relation to targets set for individuals; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To contribute to and implement the Academy policy on rewards and support and taking responsibility for student behaviour.
- To ensure the Behaviour Management system is implemented in the Science area so that effective learning can take place.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.

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- 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.

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 Science area.
- To contribute to the curriculum area and Science area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, Science area and Academy procedures.

Other Duties

- To undertake whole Academy duties as outlined in targets set for Science and Modern Foreign Languages each year.
- Manage Co-ordinators' detentions
- 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.
- 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.

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- 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.
- Employees will commit to using their influence with other staff and students to promote high standards of behaviour and order within the Academy
- Working to maintain the Academy at the forefront of educational practice
- Foster and sustain a culture of enterprise and creativity in all aspects of the Academy's operation acting as a role model to students and to support the ethos of the Academy being responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or comes into contact with.

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.

Park Academy West London 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.

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A – Assessed in Application / I – Assessed in Interview / R – Assessed through references

Criteria	Assessed by
Qualifications and Training	
Hold a relevant degree or equivalent qualification.	A
Hold a recognised full teaching qualification (including the holding of qualifications of at least Level 2 in Maths and English.	A
Any further relevant training.	A
Experience	
At least two years successful teaching experience with demonstrable impact on student progress.	AIR
Experience at Head of Department or Second-in-Charge level.	AIR
Evidence of being a good/outstanding practitioner	AIR
Experience of raising achievement in present post.	AIR
Professional Knowledge, Understanding & Skills	
Knowledge of curriculum developments related to the post.	AI
Ability to use recent developments to inform own and others practice.	I
Proficient in Microsoft Office applications (Word, Excel, PowerPoint, Internet and email) and in using student record information systems	I
Good understanding of how children learn and how to raise standards of achievement.	I
Ability to interpret and act on a wide range of key data.	AIR
Good administrative and organisational skills.	AIR
Personal and Interpersonal	
A passion for education and making a difference with demonstrable commitment to achieving the highest possible standards for all learners and a proven record of enabling learners to fulfil their potential.	AIR
Excellent interpersonal skills and the ability to communicate effectively, both orally and in writing, with all stakeholders demonstrating the ability to command respect from students, parents, colleagues governors and other members of the community.	AIR

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Demonstrable resilience evidenced by ability to work effectively and reliably under pressure.	AIR
The ability to adapt to varied roles, responsibilities, schedules and contexts.	IR
Effective in taking the initiative and showing a spirit of adventure to explore and expand their own learning independently beyond the basic mastery of skills.	AIR
Effective reflection - Examine and critique the work or performance of themselves and others to make modifications and continuously improve.	AIR
Effective in managing behaviour and in motivating all learners to make a positive contribution to the learning environment and fulfil their potential for learning.	AIR
Effective ability to assess the emotions of others and adapt words, tone and body language to build strong productive relationships and cooperate with others as an effective member of teams.	IR
Excellent attendance and punctuality record.	R
Strong ability to collaborate with demonstrable capacity to be a good team leader.	IR
Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes	AIR
Commitment to the safeguarding of all learners.	AIR

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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.

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Continuous Professional Development

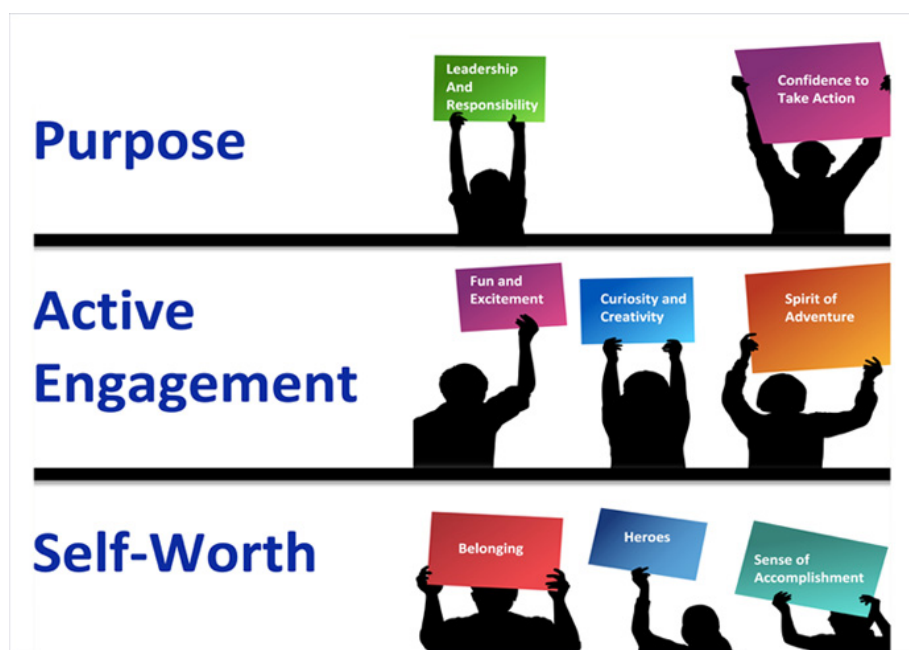
We offer unique and bespoke training for staff at all levels. This includes Senior Leadership Training, Aspirations Training - Level 1 & 2, Polishing Pedagogy, Coaching and Mentoring. Staff will be supported to develop a positive orientation to professional learning as reflective practitioners and will be empowered to take ownership and responsibility for their professional learning and development.

We strive to embed the voice of students (for example, through My Voice, iKnow My Class Surveys and student voice and leadership developments) and the active engagement of students in the process of CPD and staff professional learning.

Promoting Aspirations Project

CPD in AAT Academies will have a research orientation. All staff will be expected to engage annually in a Promoting Aspirations Project and make use of research reports to inform their practice. The Promoting Aspirations Project is undertaken over the course of an academic year. Staff can conduct their Promoting Aspirations Projects alone or in collaboration with a small group of colleagues from within their academy or across Aspirations Academies. Innovation Awards will be given to the best projects and they will be shared with other staff at the yearly forum when all staff from all academies come together for an exciting event.

Aspirations Framework



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The 8 Conditions That Make a Difference

CORWIN



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.



SELF-WORTH

Belonging

Feeling you are part of a group, while knowing you are special for who you are.

Heroes

Having someone who believes in you and who is there when you need them.

Sense of Accomplishment

Being recognized for many different types of success, including hard work and being a good person.



ENGAGEMENT

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.



PURPOSE

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.

www.studentvoicesurveys.com
www.corwin.com

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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.

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