



ASPIRATIONS

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aspirationsacademies.org



Park Academy West London
an Aspirations Academy

Lead Practitioner of Mathematics

LPS 1 - 7

**[£53,994-£62,089 per annum]
dependent on experience**

**April/September 2025
start**

Application Pack



Welcome to Park Academy West London

Thank you for your interest in the role of **Lead Practitioner of Mathematics** at Park Academy West London. We wish to add capacity to our talented team of Lead Practitioners through appointing an excellent Lead Practitioner of Mathematics with a real passion for engaging children in learning coupled with an ambition to both hone their craft and contribute to the developing Mathematics 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 well in external examinations.

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 Lead Practitioner capable of leading others to continually improve their practice.

Suvi Mohey
Principal

Visits are welcomed and encouraged

To arrange a visit or for more information please contact

Moirá Canning, PA to the Principal

E-mail: info@park-aspirations.org

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

West London District

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. We expect all students to demonstrate the PARK values of Perseverance, Aspiration, Respect and Kindness at all times.

We pride ourselves on offering an excellent education for our students, and outstanding career opportunities for our staff. Our innovative and targeted Continuous Professional Development programme will help you accelerate your career. Candidates for leadership roles are identified early and supported to achieve career progression through a suite of qualifications offered by the Aspirations Learning Institute.

This role is pivotal for the Academy, and we are seeking someone who is passionate about Mathematics and is genuinely interested in making a difference. We are also looking for someone who is ambitious, both for themselves and their students, and who seeks further promotion opportunities.

At the core of our mission is a desire to achieve the best possible results for all our students, regardless of their starting points or circumstances. We would be delighted to show you around our Academy to fully appreciate our learning environment.

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 Lead Practitioners provide engaging, challenging and relevant teaching and learning.

Teaching and Learning

Our Lead Practitioners 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

For Park Academy to become the school of choice in the borough where students are proud to attend, parents want to send their children here and staff want to work here. We want to develop a community (staff and students) of lifelong learners, responsible global citizens and champions of their own success.

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Who are we looking for?

We are looking for an outstanding Lead Practitioner of Mathematics who will:

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

This is a key role for the Academy, and we are looking for someone who is passionate about Mathematics, 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. There are additional perks for working at Park Academy such as:

- Motivated students that are eager to learn
- Supportive team of teaching and non-teaching staff
- Highly visible Senior Leadership Team
- Strong systems and structures meaning students feel safe and secure
- Appraisal system focused on staff professional growth, not staff monitoring
- No formal graded lesson observations, just ongoing feedback to help our staff continually develop
- Broad range of CPD opportunities, within the Academy and across the Trust – we want all staff to have at least 125 hours of professional development over the course of an academic year.
- Collaborative planning with centralised, shared units of work and resources
- Active staff wellbeing committee with regular social events and wellbeing activities
- Staff voice is actively encouraged and used to make improvements across the Academy
- Staff wellbeing is a priority (*Ofsted report 2023 – Leaders look after the health and welfare of their staff. They are conscious of the pressures of workload and explore strategies to minimise this where possible*).
- Staff laptops
- Onsite car park for all staff
- Cycle to work scheme
- Employer Assistance Programme offering 24/7 support and advice on a range of topics
- Designated staff canteen, as well as a communal staffroom and department team bases
- From September 2024 an attendance bonus scheme

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Aspirations Academies Trust

The Aspirations Academies Trust, 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 desire. The Trust was founded in 2011 by former Headteachers, Steve Kenning and Paula Kenning with education pioneer, Dr Russell Quaglia, the Trust aims to use technology and modern pedagogies to give children the knowledge, skills and mindsets to achieve excellence in a fast-changing world.

Aspirations Academies Trust oversees 16 academies in the south of England, educating more than 9,000 young people from ages 2 to 18. We are committed to providing all students with the opportunity to succeed, regardless of their background. We believe that every child has the potential to achieve great things, and we are dedicated to helping them reach their potential. All Aspirations academies combine traditional qualifications with a curriculum rich in power skills such as problem solving, collaboration, critical thinking and creativity.

Our Vision and why it works

The Aspirations Academies Trust began dramatically improving life chances for children in 2012. The core values that underpin the Trust's educational provision are based on the student aspirations work of Dr Russell Quaglia. The Aspirations Framework comprises of the '3 Guiding Principles' and '8 Conditions That Make a Difference'. They provide the trust with an identity and a simple, highly effective set of transformational values and beliefs.

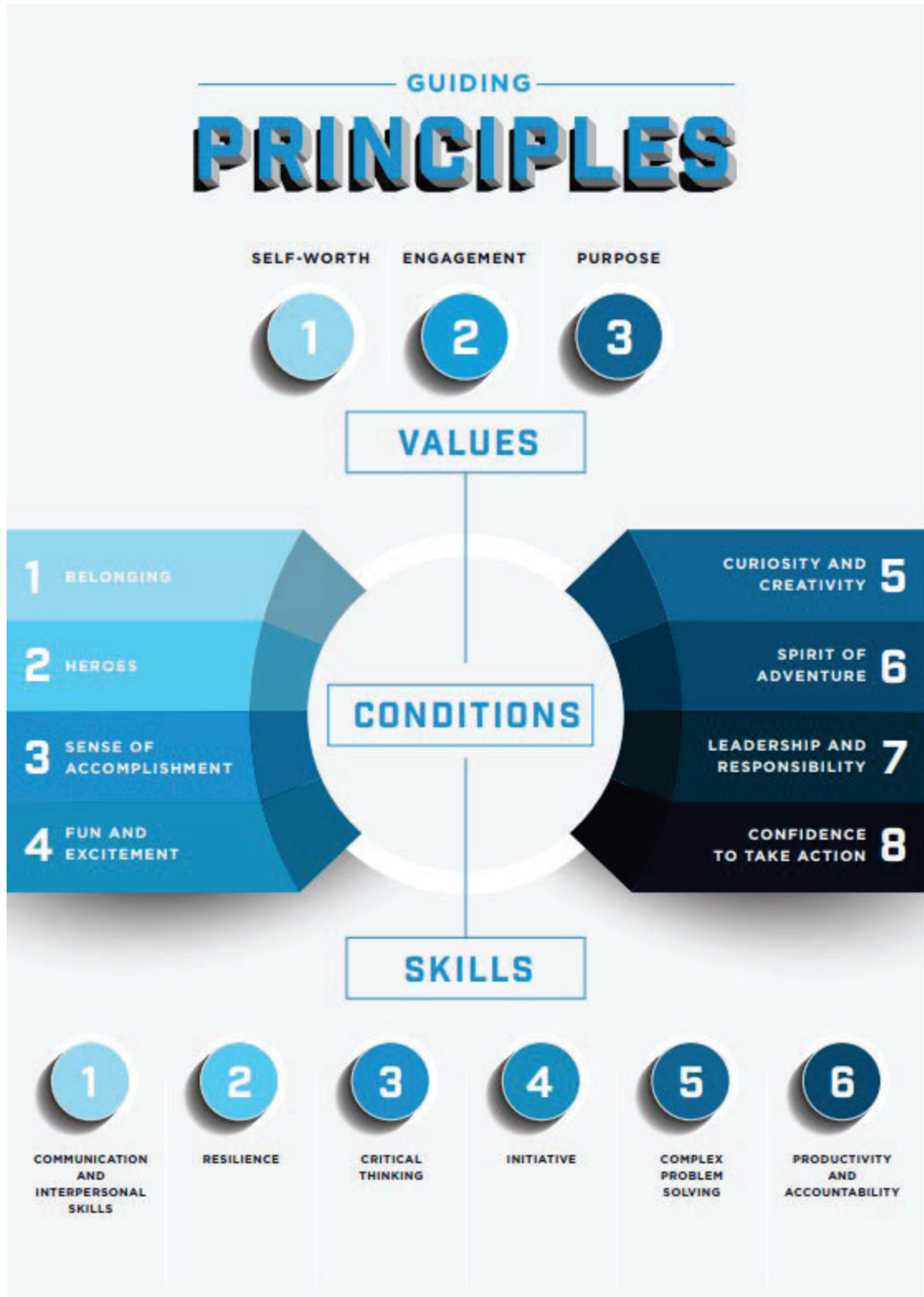
The Vision of the Trust

Aspirations Academies share a powerful common vision, common values and a common purpose. Each academy operates as an individual school, serving the local area, meeting the needs of its pupils and reflecting the leadership style of the principal.

Our vision is: "To empower future generations to follow their dreams and to build a society of which we can all be proud."

Our purpose is: "To reinvent education for the 21st century. To use technology and modern pedagogies to give children from 2 to 18 the knowledge, skills and mindsets to achieve excellence in a fast-changing world. At Aspirations Academies, we provide a challenging, engaging and supportive environment to bring out the best in every child."

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Lead Practitioner of Mathematics at Park Academy West London (LPS 1 - 7)

Job Description

A Lead Practitioner provides coaching and professional development for staff to support our Academy journey. The Lead Practitioner will be part of the Academy's Teaching and Learning team and will be involved in raising the standards of Teaching and Learning across the whole Academy. In addition to your duties and responsibility as a teacher, your main job purposes will include

- Teaching at a considerably high standard and modelling the very best practice.
- Creative use of technology to enhance Teaching and Learning.
- Use of research to develop Teaching and Learning.
- Contributing to staff development through the Academy's CPD programme.
- Coaching of other colleagues.
- Supporting the development of the curricular Teaching and Learning in the Academy. To observe lessons and give constructive and formative feedback to support colleagues. To assist Heads of Department in providing support to teachers.
- To be part of the Academy's Teaching and Learning team to raise standards across the whole Academy.
- Carry forward the Aspirations Trust vision;
- Support the continuous and consistent Aspirations Trust-wide focus on raising achievement and improving student outcomes;

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

You will be an excellent classroom practitioner and be enthusiastic about teaching and learning leading to great progress for our students. You will be committed to your own professional development as well as supporting others.

Lead Practitioners will focus on Teaching and Learning within the Academy. You will work with the Assistant Principal responsible for Teaching and Learning and Heads of Department to deliver CPD, coach staff and support curriculum delivery.

You will support the raising standards of student attainment and achievement.

In doing so the postholder will:

- Raise standards of student attainment and achievement within the Academy.
- Develop and enhance the teaching practice of others

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- Implement and deliver an appropriately broad, balanced, relevant, highly challenging curriculum for students
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- Share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
 - Setting tasks which challenge students and ensure high levels of interest;
 - Setting appropriate and demanding expectations;
 - Setting clear targets, building on prior attainment;
 - Identifying SEN or very able students;
 - Provide clear structures for lessons maintaining pace, motivation and challenge;
 - Make effective use of assessment and ensure coverage of programmes of study;
 - Ensure effective teaching and best use of available time;
 - Monitor and intervene to ensure sound learning and discipline;
 - Use a variety of teaching methods to:
- i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - ii. Use effective questioning, listen carefully to students, give attention to errors and misconceptions;
 - iii. Select appropriate learning resources and develop study skills through library, ICT and other sources;
 - Ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
 - Evaluate their own teaching critically to improve effectiveness.

Key duties:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To contribute to the curriculum area and subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking or work to be carried out by the students 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.

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- 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 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.
- To deliver high quality teaching within a broad, balanced relevant and differentiated curriculum
- To be a model of good practice and support developments in teaching and learning across the department.
- To support colleagues in developing a team approach to raising the quality of teaching and learning throughout the school.
- Assessing students' work using NC/GCSE criteria and keeping up to date with data input
- Taking an active part in extra-curricular activities
- To be ultimately responsible to the Principal via the Subject Coordinator and Head of School and to be responsible for liaison with staff
- Acting as an Academic Tutor
- Using behaviour management strategies effectively
- Promoting and safeguarding the welfare of children and young people that they are responsible for, in accordance with the school's safeguarding and child protection policy.
- To assist in the development of appropriate schemes of work, resources, marking policies and teaching strategies in the curriculum area and department.

Learning and Developing

- To actively take part in professional development, sharing expertise and experiences as required.
- To actively extend own professional learning via collaborative study, attendance at INSET and reading to keep abreast of new developments.
- To engage in enquiry-based learning as part of the academy's approach to strategic improvement in order to maintain and develop a teaching and learning environment of the highest standards
- Be active members and drivers as part of the whole Academy Teaching and Learning team

Operational and Strategic duties:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area
- To monitor and support the overall progress and development of students
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth
- To attend all appropriate meetings

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Curriculum Duties:

- To liaise with Senior Leadership Team (SLT) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the vision of the academy
- To assist the Senior Leadership Team (SLT) to ensure that the curriculum area provides a range of teaching which complements the academy's Strategic Objectives
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy's aim and strategic objectives
- To keep up-to-date with national developments in the curriculum area, teaching practice and methodology

Staff Development Responsibilities:

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

Student Support Duties:

- To support the overall progress and development of students within the subject area.
- To ensure the Behaviour Management system is implemented in their classes so that effective learning can take place.

Management Information Responsibilities

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

Managing Effective Communications

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy

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- To follow agreed policies for communications in the academy
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

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

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters.

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 and young people and expects all staff and volunteers to share this commitment. The post is subject to all pre-placement checks including obtaining references, proof of eligibility to work in the UK and an enhanced DBS check.

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Person Specification – Lead Practitioner of Mathematics

Assessed at application stage (A) Assessed at interview/task stage (R)

Criteria	Essential	Desirable
Qualifications and Training		
Qualified Teacher Status	A	
Degree or Equivalent		A
Any further relevant training	A	
Experience		
Experience of teaching across the 11-16 age range	A	
Experience of teaching KS5	A	
At least two years successful teaching experience with demonstrable impact on student progress.	A	
Experience at Lead Professional or Second-in-Charge level (at least)	A	
Evidence of successfully supporting colleagues within a coaching model	A	
An outstanding classroom practitioner	A	
Experience of teaching across the 11-16 age range	A	
Specialist Knowledge		
Has an understanding of current educational issues	A	
To have a clear understanding of effective teaching and learning	A	
Has strategies for raising standards in Secondary Education	A	
Can use monitoring strategies to inform intervention and lead to positive learning outcomes	A	
Monitoring the quality assurance procedures to ensure that learning and teaching are at least good	A	
Has an understanding of current educational issues	A	

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	Essential	Desirable
Leadership and Management		
Has successfully led a team	A	
Has experience of managing budgets	A	
Shows awareness of whole school issues	A	
Has the ability to translate vision into practice	A	
Has the ability to lead the development of new ways of thinking about learning and teaching	A	
General and Personal Qualities	A	
The ability to act as an excellent role model for staff and students	A	
Has good written communications	A	
Has the ability to work with a range of partners both within the school and beyond in the wider community	A	
Demonstrates the ability to drive projects forward and successfully completes projects	A	
Has the potential for further advancement	A	
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	A	
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.	A	
Demonstrable resilience evidenced by ability to work effectively and reliably under pressure	A	
The ability to adapt to varied roles, responsibilities, schedules and contexts.	A	
Effective reflection - Examine and critique the work or performance of themselves and others to make modifications and continuously improve	A	
Effective in managing behaviour and in motivating all learners to make a positive contribution to the learning environment and fulfil their potential for learning	A	
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	A	
Strong ability to collaborate with demonstrable capacity to be a good leader.	A	
Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes	A	
Knowledge		
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	

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The Aspirations Academies Trust

The Aspirations Academies Trust 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.

Central to the philosophy of the curriculum delivered in our academies is that it should provide an authentic education for the world today. This requires the curriculum to allow for the development for the skills required for success in the world today, alongside the attainment of high level qualifications. Children in Aspirations Academies learn in a challenging, engaging and supportive environment.

Aspirations Academies share a common philosophy, with each Academy operating as an individual school, serving the local area and reflecting the leadership style of the Principal. However, Aspirations Academies have a distinctive approach to education and so there are a number of elements which are expected to feature in each academy:

There are three guiding principles, Self-worth, Engagement and Purpose. These are the basis of the Aspirations Trust. If people feel good about themselves, they can achieve anything, if they are engaged in what they are doing and see a purpose then they will achieve their dreams.

There are nine core principles that are grouped within the three Guiding Principles and these are Opportunity, Employability, Talent Development, Challenge, Makers and Creators, Innovation and Enterprise, Global, High Expectations, with big dreams and hard work anything is possible. Our overall aim is to raise aspirations. Aspirations means to dream about the future while being inspired in the present to reach those dreams.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 2 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 guiding principles and the core principles central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 2-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of two 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.

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 Student Surveys and student voice and leadership developments) and the active engagement of students in the process of CPD and staff professional learning.

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Promoting Aspirations Project

CPD in the Aspirations Academies Trust's 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.

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Safe Recruitment Procedure

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

Disclosure

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

Shortlisting

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

Interview

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

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

Reference checking

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

West London Region



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Rivers Academy West London
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Oriel Academy West London
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Oak Hill Academy West London
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Space Studio West London
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