



CANDIDATE INFORMATION BROCHURE AYLWARD ACADEMY

To inspire young people to make their best better



Welcome from the Principal

I am delighted to welcome you to Aylward Academy. The unrelenting focus by staff on the success, achievement, welfare and happiness of students has created a vibrant ethos and an Academy where students want to come every day.

We are a caring community. Focussed individual feedback, which is essential for academy development, is guaranteed to all students. Our Vocational Hub provides additional support to students in all year groups should it be required.

'It is an outstanding, caring environment for students where high expectations have a huge impact on attainment, progress and wellbeing.' **Inclusion Quality Mark 2016.**

As an Academy we also have the flexibility to be innovative and creative in our approaches to curriculum, teaching and organisation. We aim to open minds and to open doors to new and exciting opportunities for our young people. Our Sixth Form programmes enable all students to stay here for seven years and include qualifications with formal and work based placements. We are at the forefront of curriculum innovation. Oracy is taught as a curriculum subject in Years 7 and 8 to develop confidence in speaking. Students have led in the design of a completely new course SMSC, which has been a highly popular and valued option for our students.

'The provision of spiritual, moral, social and cultural education at the Academy has a huge impact on increasing students' awareness and knowledge of the world and in preparing them for life in modern Britain.'

There are countless other opportunities for students to gain in leadership skills at Aylward Academy as we believe that students who are challenged by new and exciting learning experiences and whose personal skills, talents and abilities are extended will be best placed to reach their full potential. We aim to and are successful at developing students with a real sense of belief in what they can do.

Our resources for learning are exceptional, we have invested heavily in Information Technology and there are enough devices at the Academy to ensure that all students have access to state of the art technology in all lessons, the use of Google Classroom as a Forum for learning has had significant impact on student attainment. Our learning spaces include playing fields, Gyms and a Sports Hall, Dance and two Drama Studios. The building is modern, clean, and spacious.

Aylward Academy is proud to be part of a wider family of academies with the Academies Enterprise Trust and the opportunities for support, innovation, collaboration, partnership and excellence that ensures that we fulfil our duty to inspire young people to make their best better.

We look forward to welcoming you to Aylward Academy.

Yours faithfully

Remo lafrate
Principal

Aylward Academy

At Aylward Academy, our objective is to provide all students with a first class education. Why? Because we believe that a solid education is vital in today's world. We recognise that every student has different needs and that it's our job to meet them. We not only educate students about life, we prepare them for life. Whatever a student's ambition, we will give them the best possible start.

Central to an outstanding academy is having teachers who are outstanding. We hope that you will find out as much as possible about Aylward Academy from this brochure and our website and look forward to receiving your application to join an academy that has moved from Special Measures to Good in just over two years.

Key Priorities to becoming a Great School

- Excellent attainment at KS4 and KS5 as well as achievement
- Excellent provision for life beyond school
- Strive for an outstanding curriculum which is based on the balance of academic, vocational and persona curriculum
- Strive for excellent pastoral support with particular emphasis upon the emotional challenges which students can encounter
- The most safe and most welcoming environment
- Continuous celebration of equal opportunities, diversity and respect for each other
- All at Aylward are engaged achievers
- Excellent relationships between all e.g. student to staff, student to student, staff to staff

Our Learning Aims and Ethos

At Aylward Academy, our aim is to enable all students to achieve in a learning environment where everyone works as part of a community, sharing mutual respect and feeling safe in a supportive atmosphere. All of our students understand our behaviour for learning policies, where staff and student conduct themselves with dignity and have high expectations about the Academy Code of Conduct.

We want our students to enjoy the opportunity to learn in a safe environment where learning is the key priority for all, and there is an expectation of politeness and good manners at all times. Everyone is expected to make a positive contribution to Academy life and engage with the many learning opportunities on offer from our extended curriculum.

Ofsted

Aylward Academy, is delighted to announce that they have just been graded as a “Good” Academy in all categories in their latest Ofsted report. Aylward Academy opened in 2010 and in a short amount of time the Academy has moved up from a school that had a “Notice to Improve”, (grade 4) to an Academy that is now “Good” (grade 2). The staff and pupils are extremely proud of this huge improvement and are determined to keep up the hard work to ensure Ofsted, when they return, find the Academy to be an “Outstanding” institution.

In the latest Ofsted inspection the report confirms that, “Students make good progress across a range of subjects” (Ofsted November 2016).

Leadership and Management of the Academy was praised within the report. The Ofsted team found that, “Leaders have focused on ensuring that the curriculum is wide and varied to meet the needs of the diverse pupil population”. Also, “Middle leaders share senior leaders’ vision for the school”.

The Academy continues to see an improvement in results, especially students gaining A and A* at G.C.S.E. and consistently records very high pass rates at ‘A’ level.

Remo Iafrate, Principal of Aylward Academy, is delighted that the Inspectors confirm that the Academy is now well placed to become outstanding. He said, “The report demonstrates the amazing students and staff we have here at the Academy. Both students and staff work hard to achieve their goals and it is rewarding to see this has now been acknowledged by Ofsted”

To view the full report please follow the link below:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136147>

Job description

Post: Director of Learning

Responsibility to: Assistant Vice Principal

Responsibility for: Year group and team; including SSC

Department: Student Wellbeing Team

Key purpose of the role:

- To ensure that all students within a year group fulfil their potential
- To make a significant contribution to whole school improvement and the drive to raise standards
- To create a positive ethos within the school's tutoring structure that promotes academic achievement for all and encourages good behaviour for learning
- To lead, develop, challenge and monitor a team of tutors to ensure the Pastoral Curriculum is planned and delivered effectively and that the students receive an excellent level of pastoral care
- To ensure that all students receive support from their tutor that enhances all aspects of their learning
- To work with colleagues to ensure the effective implementation of the Safeguarding agenda, including a thorough working knowledge of child protection policy and procedure

Leadership and Management:

- To lead the year team within the vision, policies and priorities of the school
- To support the development of high quality standards of teaching and learning
- To ensure appropriate courses are provided to meet the needs of our pupils, and to ensure that resources and facilities are maintained to ensure personalised learning is supported across the school for a year group
- To monitor and evaluate impact of the provision across the year group, and to act and advise accordingly
- To maintain high quality communications with colleagues, parents and pupils about the work of the year group to ensure its continued success and advancement

Leading on Year Group

- To manage a year group of students and to be responsible for key aspects of their attainment
- To have oversight of both academic and social development as well as the welfare and discipline of students across the year
- To lead a team of tutors and responsibility holders to ensure that teaching and learning is of the highest order in Tutor time
- To maximise pupil achievement by monitoring planning and delivery of the curriculum , and to support teaching and learning within faculties

- To be responsible for the Behaviour for Learning of students within the year group and to work collaboratively with colleagues to ensure appropriate strategies are developed and implemented
- To manage and monitor attendance and punctuality across the year group in liaison with the Attendance Team
- To monitor the curriculum experience of students across the school in order to improve attainment and achievement
- To work with Curriculum Leaders to plan interventions and to monitor their impact on underachieving students
- To develop and manage an Intervention Plan for the year group based on the analysis of data ensuring that an appropriate intervention programme is provided for students meeting the needs of pupils within the year.
- To identify with the designated SLT Interventions groups of underachieving students through analysis and interpretation of data
- To work towards achieving year group attainment and progress targets
- To assist in the process of setting student targets, including the planning and delivery of target setting events
- To organise and monitor the reporting to parents of students' progress, including the planning and delivery of parents evenings and other parent-focused events
- To support with daily duties in the academy including the gate/bus stop both before and after school and during break and lunches

Leading on Year Teams

- To develop and manage effective systems and procedures for ongoing parental contact and involvement
- To support students with additional needs through the Intervention Panel, PSPs and the EHF process
- To assist in identifying students with complex social and emotional difficulties, particularly those at risk of becoming NEET, and develop appropriate interventions
- To lead a Year within the school's tutoring structure, including planning and delivery of assemblies
- To establish within the Team a positive ethos amongst students and staff
- To coordinate and oversee the school's Rewards Policy within the Year
- To chair Year Team Meetings
- To lead in the quality assurance of Tutor time
- To identify training needs within the tutor team and work with members SLT to develop appropriate training programmes
- To action key priorities in year groups as identified in student wellbeing meetings

Students:

- To oversee the academic and social development, the welfare and the discipline of pupils within the faculty

- To ensure that students are provided with the highest standards of teaching and resources to meet their learning needs
- To maintain systems to ensure that students achieve successes through their courses, in line with school target expectations, and plan intervention strategies to act where this becomes a concern
- To liaise with key staff where appropriate

Staff:

- To lead, encourage, support and challenge the year team in the development of Tutor curriculum
- To line manage responsibility holders as part of an effective Performance Management Review process
- To support a system that ensures effective joint planning, sharing and delivery of information, strategies and good practice
- To ensure that the work of all faculty teams is monitored in line with agreed policy

Curriculum, Review and Development:

- To monitor the curriculum experience of pupils across the year, and to work with staff to improve pupil attainment and achievement
- To develop a shared ethos and set of standards in line with school policy
- To ensure that intervention and support strategies are in place to manage individual pupil needs
- To keep abreast of current developments in relation to 11-19 agenda nationally, and within the subjects of the faculty specifically
- To provide information and analysis for whole school reports, School Improvement Plans and Curriculum Response documents as required through the school calendar

Assessment, Reporting and Recording:

- To ensure that systems are in place to moderate, standardise, collate and analyse pupil attainment data in line with whole school policy
- To ensure that pupils are well prepared for public and internal tests and examinations, and that information is communicated to ensure entries and results deadlines are met

Record Keeping:

- To ensure that the records of Year group business, pupil attainment and child protection are kept up to date and in accordance with agreed procedure

General:

- To undertake further tasks that are reasonable within the parameters of the job
- To work within the school's Equal Opportunities and Race Equalities policies adhering to this at all times

Supporting the Academy Ethos by:

- Offering exceptional pastoral support and care to all students
- Supporting all learners to progress by following the Academy's teaching and learning cycle
- Supporting learners to identify targets to improve through exceptional feedback
- Promoting the highest standards of literacy through support for the Academy's reading and extended writing strategies
- Being a reflective practitioner willing to consistently develop new strategies for supporting student progress
- Modelling the Aylward Citizen attributes in daily interactions with students and adults
- Offering opportunities for curriculum enrichment
- Taking full advantage of the Academy's CPD opportunities
- Understanding, promoting and applying equal opportunity principles

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification or amendment at any time after discussion with the holder of the post.
4. This job description may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal.
5. There may be occasions when it will be necessary to cover other roles within the Academy when there are peaks and pressing issues.
6. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
7. Post holder may deal with sensitive material and should maintain confidentiality in all Academy related matters.
8. In accordance with the Serious Crime Act 2015, to immediately report to one of the safeguarding team, suspected or known cases of female genital mutilation (FGM).

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Evidence of further relevant professional development 	<ul style="list-style-type: none"> • QTS • Experience as an academy leader, middle manager , AST or other leadership post • Degree or equivalent
Experience	<ul style="list-style-type: none"> • Excellent classroom teaching or provision/practice (ie attendance, punctuality etc for support staff) with proven record of success • Quality of classroom teaching or its equivalent for support staff consistently 'good' or 'outstanding' • Demonstrating an active role within school and wider communities • Experience of partnership working 	<ul style="list-style-type: none"> • Experience in child protection
Personal Attributes	<ul style="list-style-type: none"> • Approachable • Visionary • Ability to inspire and motivate • Good listener • Reflective and clear-headed thinker who makes considered judgements • Resilience • Reflective practitioner • Good communication 	
Leadership and Management	<ul style="list-style-type: none"> • Ability to build support and work as part of a high performing team • Ability to Strategically plan for intervention • Management of staff, systems and resources for inclusion, intervention and well being • Leadership of continuous professional development • Effective communication to a wide range of audiences including parents and carers • Work in partnership with governors, as required 	

Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> • Awareness and implementation of current national issues. • Awareness of and ability to implement child protection and pastoral support in schools. • Continuous commitment to high standards • Knowledge of OFSTED requirements and self-evaluation • Interpretation and analysis of school performance data • Identification of best practice and modelling to support others • An enthusiast for improving the teaching and learning process • Ability to communicate effectively both verbal and written to a range of audiences 	
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Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google for Education

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes



Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- Pension

Health and Wellbeing

- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits.

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise 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.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you

are appointed, in which case the data you have supplied will form the basis for your individual staff record.