



# ASPIRATIONS

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**Park** Academy West London  
an Aspirations Academy

## Teacher of English

### MPS/UPS

### Summer Term 2025

### start



## Welcome to Park Academy West London

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

Moira Canning, PA to the Principal

E-mail: [info@park-aspirations.org](mailto:info@park-aspirations.org)

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

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### 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 21<sup>st</sup> 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 English 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 teachers provide engaging, challenging and relevant teaching and learning.

## 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

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 Teacher of English who will:

- Be an outstanding English specialist, with outstanding leadership skills
- Be a proven teacher, who has driven up attainment and progress in English
- Provide strategic and operational subject leadership of the English Department.
- Raise attainment and achievement at KS3, KS4 and KS5 in English

This is a key role for the Academy, and we are looking for someone who is passionate about English, 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 Head Teachers, 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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## West London District

## Teacher of English at Park Academy West London (MPS/UPS)

### Job Description

The Teacher of English at Park Academy West London shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Teacher of English is directly accountable to the Head of English who line manages the English department to ensure the educational success of the English area within the overall framework of the Aspirations Academies strategic plan as well as the individual Park Academy West London strategic plan. The Teacher of English is responsible for managing the effective day to day operation of the English area within the English department to ensure an effective educational provision. The Teacher of English 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.

### Principle Accountabilities

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- 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 lead on the development and implementation of the English curriculum
- To ensure the English programmes are adapted to meet the current needs of the students and Academy when situations arise.

### Professional Duties

- To be accountable for student progress and development in English classes at KS3, KS4 and KS5.

### Teaching

- To plan, prepare and teach the curriculum in line with statutory requirements and the academy's schemes of work, ensuring teaching of the highest standard.
- To plan and lead intervention as necessary to support students to reach their full potential.
- To ensure that lessons consistently model best practice and their classroom becomes a beacon of excellence.
- To create a stimulating, organised, interactive and informative learning environment that encourages each child to achieve their potential.
- To work co-operatively as part of a teaching team, including planning work for support staff.
- To monitor and assess pupils' work, using these assessments to inform planning and set targets that promote continuity and progression.

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- To ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all.
- To work in partnership with parents and other members of staff to promote the wellbeing and educational progress of each pupil.
- To maintain good order and discipline within the class, in line with the academy's behaviour policy.

### 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.

### Wider Academy Duties

- To contribute to providing a positive and continuous learning culture that promotes achievement, personal well-being and safeguarding among students and academy staff.
- To follow guidance and support from members of the leadership team in relation to utilising opportunities for further career development.
- To be involved in and lead extracurricular activities.
- To work alongside other members of staff to review and innovate the curriculum.
- To develop resources and examples of best practice that can be shared to contribute towards our vision for a seamless transition.
- To follow academy policies under the direction of the Principal and the Senior Leadership Team.
- To meet the expectations set out in the National Teachers Standards (Sept 12).
- Undertake any other reasonable professional task as directed by the Principal.

### High Standards Maintenance

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

### 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.

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## 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.
- 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.

## Resource Management:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of English to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

## Student Support Duties

- To be an Academic Mentor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with the Head of English to ensure the implementation of the Academy's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports
- 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.
- To contribute to English according to Academy policy.
- To apply the Behaviour Management systems so that effective learning can take place.
- To lead on an aspect of the pastoral system within the department.

## Teaching Duties

- 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.

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- To undertake assessment of students as requested by external examination bodies, the English department and Academy procedures.
- To mark, grade and given written/verbal and diagnostic feedback as required.

### Other Duties

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- 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.
- 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.

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### Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the Aspirations Academies Trust.

### 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 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 – Teacher of English

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

Criteria	Assessed by
<b>Qualifications and Training</b>	
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
<b>Experience</b>	
At least two years successful teaching experience with demonstrable impact on student progress.	AIR
Experience of raising achievement in present post.	AIR
<b>Professional Knowledge, Understanding &amp; Skills</b>	
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
<b>Personal and Interpersonal</b>	
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 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.

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#### West London Region