Appointment of

Teacher of PE (temporary)

for March 2018



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Ashcroft Technology Academy

Contents

Subject Department Information 3

Professional Duties as a Teacher 4

Person Specification 7

Salary, Hours and Benefits 8

Application 9

About the Academy 10

Facilities and Environment 11

Academy Conversion 14

Location 15

PE Department



The PE department is a vibrant, innovative and high profile curriculum area which offers a wide variety of opportunities for students to participate in sport, both within taught lesson time and as extra-curricular activities. There are four full-time specialist teacher and excellent facilities. These facilities include: three standard size gyms enabling flexible teaching, one cardio fitness room with fourteen work stations, one weight conditioning room with five multi-discipline machines and a free weights area, three on site dedicated hard play areas, one off site astro facility at Open view our remote sports ground in Earlsfield, one high quality cricket pitch at Openview, one grass rugby pitch at Openview, one grass football pitch at Openview, and small games grassed pitch at Openview plus full changing facilities both onsite and at Openview.

The Academy also has its own double decker bus and two minibuses, one of which is fully wheelchair accessible. A driver is employed to facilitate off site lessons.

We are seeking to employ an enthusiastic, dedicated PE teacher can offer a wide range of sports and who is willing to fully participate in all areas of the PE curriculum, both practical and theoretical, and who will make a substantial contribution to extra-curricular activities. The department runs Duke of Edinburgh's Award Scheme and Sports Leaders Awards. Equality of access to the National Curriculum is seen as an important issue within the department and all students are encouraged to participate in sports both within curriculum time and as additional activity. There is a highly successful early morning fitness session which runs every day from 7:30 until 8:15.

Examination results are steadily improving and a new BTEC course is being introduced to promote further excellence and to provide a curriculum which meets the needs of the widest possible group of students.

We aim to offer a motivating and structured experience which allows student to achieve and improve individual performance. All students are timetabled for a triple lesson of games and those taking examination subjects have another two double lessons in a week.

The Academy teams have enjoyed success in local leagues both in football and in netball and there is also a keen paralympic team which participates in a wide variety of sports. Students are encouraged to get involved in the wider community sports activities and encouraged to develop individual skills that they can carry forward into later life to ensure that when they leave the Academy they can continue to participate in sport and develop a healthy lifestyle.

The Academy has a number of students who have gone to be successful both at national and international level, including participation in the 2012 Olympics. This is something we are keen to continue encouraging.

Professional Duties as a Teacher

Exercise of particular duties

A teacher employed at Ashcroft Technology Academy (The Academy) shall perform, in accordance with any directions which may reasonably be given to him/her by the Principal from time to time, such particular duties as may be assigned to him/her.

Exercise of professional duties

A teacher shall carry out the professional duties of a teacher at the Academy as circumstances may require, under the reasonable direction of the Principal of the Academy and as contained in the statement of Conditions of Employment 1987 and subsequent statements.

The following duties shall be deemed to be included in the professional duties which a teacher will be required to perform in accordance with Academy policies:

Teaching	• planning and preparing courses and lessons; • teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the student in The Academy and elsewhere; • marking, assessing, recording and reporting on the development, progress and attainment of students, including records on student attendance at lessons together with class and homework set and undertaken. In each case having regard to the curriculum and ethos of the Academy.
Other activities	• promoting the general progress and well-being of individual students and of any class or group of students assigned to him/her; • providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions, making relevant records and reports; • carrying out the function of Form Tutor as required, including the taking of an accurate and up-to-date form register and following the Academy procedures on student attendance, checking diaries, student uniform and issuing of notices, letters home and accompanying the form to appropriate assemblies; • making records and reports on the personal and social needs of students; • communicating and consulting with the parents of students including parents' evenings; • communicating and co-operating with persons or bodies outside the Academy; • participating in meetings arranged for any of the purposes described above. • Participating in 'Academy-wide' initiatives such as themed days/weeks

Assessments and reports	• providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
Professional Development	(a) Appraisal • participating in arrangements as adopted by the Trust for the appraisal of his/her performance and that of other teachers. (b) Review: Further training and development • reviewing from time to time his/her methods of teaching and programmes of work; • participating in arrangements for his/her further training and professional development as a teacher. • fully participating in internal reviews; whether subject reviews or individual teacher ones
Educational methods	• advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
Discipline, health and safety	• maintaining good order and discipline among the students and safeguarding the health and safety of students and others authorised to be on the Academy premises and when they are engaged in authorised Academy activities elsewhere in line with the Academy Health and Safety Policy; • responsibility for his/her teaching area(s) with regards to good order, health and safety, appearance and display.
Staff meetings	• participating in meetings at the Academy which relate to the curriculum for the Academy or the administration or organisation of the Academy including pastoral arrangements.
Cover	• supervising and so far as practicable teaching any students whose teacher is not available to teach them, as requested by the Cover Director.
Public examinations	• participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examination, recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examinations.

Administration	• participating in administrative and organisational tasks related to such duties as are described above, including the management and supervision of persons providing support for the teachers in the Academy and the ordering, allocation, and best use resources, minimising waste; • attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after Academy sessions.
Supervisory Duties	• Undertake whole Academy duties in accordance with published rotas, assist in the management of students when not in timetabled lessons.
Other	• contributing to the selection for appointment and professional development of other teachers and associate staff, including the induction and assessment of new teachers as appropriate; • co-ordinating or managing the work of other teachers as appropriate; • taking such part as may be required of him/her in the revision, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy; • contributing to cross-curricular initiatives; • contributing to extra-curricular opportunities for students • undertake a student academic tracking programme as and when required.



Person Specification

	Desirable	Essential	Method of Assessment
Education/ Qualifications	To have a good honours degree in an appropriate subject	To have a teaching qualification or to be undertaking a teaching qualification	Application Form Appropriate Certificates References
Experience	Experience of teaching the appropriate subject at secondary level including GCSE,AS and A2		Application Form References Interviews
Skills & abilities	To be an outstanding teacher To be an excellent communicator, orally and in writing, with students, parents and other staff To be discreet and adhere to confidentiality To have excellent interpersonal skills To be able to use ICT appropriately to support learning To be familiar with Information Management Systems such as SIMS	To be proficient in a variety of software packages, such as Microsoft Word, Outlook, PowerPoint, Excel or specialised subject software to support teaching and learning	Application Form Interview References
Personal qualities		Motivation to work with young people. Ability to form and maintain appropriate relationships and personal boundaries with young people. Emotional resilience. Positive attitude. To be able to contribute to the extra-curricular activities of the department and /or Academy	Application Form References Interview
Knowledge/ Understanding	Excellent knowledge of the role of your subject in the curriculum		Application Form References Interview

Salary, Hours and Benefits

The salary awarded will take account of the experience and qualifications of the successful candidate The Finance and Resources Committee on behalf of the Trustees review salary scales each year to ensure they remain competitive. Salaries are paid by account transfer on the 29 of the month in 12 equal payments.

Hours
Teaching staff are expected to be in the Academy for 8.20am and the Academy day ends for students at 4.30pm (3.15pm on Fridays). However, hours are as required to fulfil the duties of this role both before and after Academy hours.

Benefits include:

Inner London Pay Scale

Ashcroft Allowance – £1000 additional to standard salary

Attendance Bonus – 2% bonus to Staff who are present 100% of the time

Professional Development – excellent professional development scheme

Childcare Voucher Scheme

Cycle to Work Scheme

A range of onsite sporting opportunities

Buddy System for NQT's

Lunches and Refreshments – Refreshments are provided free of charge at morning break. Lunch can be purchased from our in-house Restaurant at a competitive rate. Evening meals are free to staff required to attend evening events at the Academy Meals are provided free of charge on staff development days.

Annual Flu Vaccination – The Academy offers all staff the opportunity to have an annual flu vaccination administered by the local health authority at the Academy's expense

Car Parking – A free car park subject to available spaces.



Application

Please read the recruitment pack carefully. Further information regarding the Academy, including the Prospectus can also be found on the Academy website www.ashcroftacademy.org.uk

Completed application forms should be returned to the Principal at the Academy by email to recruitment@ashcroftacademy.org.uk by noon on the closing date at the very latest. The Academy always begins to shortlist as first applications arrive, and so candidates are advised to email applications in as soon as they are complete rather than waiting for the deadline.

Closing Date: Friday 12 January 2018

Interviews: As soon as possible

Equal Opportunities
The Academy, operated through Prospect Education (Technology) Trust Ltd. (the Trust), is committed to promoting equality of opportunity amongst its staff. The Trust values diversity, encourages fairness and strives to ensure that everyone employed or seeking employment with the Academy remains free from discrimination and victimisation.

- As such, employment, entry into employment and progression within employment will be determined solely by personal merit and the application of criteria that relate specifically to the duties of each individual post. Ability to perform the job will be of primary consideration and, subject to statutory requirements, no applicant or member of staff will be treated less favourably than another on the grounds of race, nationality, creed, gender, identity, language, physical appearance, political views, pregnancy, maternity absence, paternity absence, religious belief or non-belief, socio-economic status, employment status, marital or civil partnership status, parental status or other relevant distinction. Neither will an employee or potential employee be disadvantaged by any conditions of employment or Trust requirements that cannot be justified on operational grounds. The Trust, cognisant of the religious and cultural diversity of its staff, is aware that in view of their religion some employees may wish to observe a religious festival not covered by the current statutory holidays based on the Christian calendar. In such circumstances, the Trust will grant one additional paid day's holiday where the significant date falls on a working day during term time. Beyond this, the Academy will further provide the option of a second day to such employees, although this would be taken as unpaid.

Candidates should be aware that all posts in the School involve responsibility for safeguarding children. This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those as "spent" must be declared. The successful candidate will be required to complete a Disclosure and Barring Service application at the Enhanced Level and register with the update service. References will be sought on short-listed candidates and we may approach previous employers for information to verify particular experience and qualifications. The successful candidate will also be required to provide original certificates of qualification and undergo a medical examination prior to taking up the post.

About the Academy

Ashcroft Technology Academy is a highly successful Academy situated in Putney in south-west London, developing still further the successes of its predecessor school, ADT City Technology College. As a CTC the school originally opened in 1991 at a cost of over £13 million pounds, provided by central government and business sponsors, the principal founder sponsor being Lord Ashcroft KCMG PC of the then ADT Group and his sponsorship continues today. Building on the highly successful tradition and reputation of ADT College, the Academy, with a further £16 million pounds of new buildings and refurbishment, offers new and wider opportunities to achieve the highest possible standards of learning for our students.

The aim of the Academy is to provide high quality education for young people across the full range of ability, meeting the requirements of the National Curriculum with an added focus on Technology and Information Technology.

The Academy is currently more than six times oversubscribed for applications in Year 7 for the 210 places available each September.

It is a very strong feature of the philosophy of the Academy to focus on and encourage positive and traditional values and attitudes in our students because we believe that they are a necessary prerequisite for successful learning. The Academy has successfully introduced its own system of behaviour management which has been underpinned by an extensive system of Pastoral Care. A key element is the way that the Academy's email facility has been integrated into the system to ensure that effective communication between staff is a positive feature of support for all staff. Market research amongst parents of children seeking places shows that the reputation that Academy's students have in the community for good discipline and behaviour is one of the most important reasons for them making an application.

The Academy operates an academic year which is 3 days longer than in most maintained schools. Morning registration is from 8.30am and normally the day concludes at 3.15pm for KS3 students and 4.30pm for KS4 and Sixth Form students. However, on Mondays and Fridays lessons finish at 3.15pm for all year groups which allows time on Mondays for clubs and activities as well as meetings. This means that the "taught time" each week is 25 hours (KS3) and 28.5 hours (KS4) which can accommodate the full National Curriculum as well as providing extra time for a focus on the core subjects. However, whilst required to be on site during these hours, staff rarely teach more than 36 periods per week giving the equivalent of one full day of non-contact time each week and this ensures that their time in front of a class is in line with the maintained sector.



Facilities and Environment

Ashcroft Academy enjoys a very high quality learning environment for all of our pupils and staff. The Academy is designed, decorated and maintained to a very high standard throughout.

All subject areas:

- are excellently equipped and enjoy high levels of capitation.
- have their own office base equipped with PCs.
- have access to an ICT facility equipped with a class set of PCs.

All classrooms are equipped with an interactive whiteboard and PC for the teacher's use.



PE is equipped with three gyms and excellent playground areas on site. There is a Multi-Gym for student and staff use. The Academy has its own playing fields, including astro-turfed areas on a separate site called Open View.

The Academy has two excellent Learning Resource Centres for students at key stage 3 and key stage 4. These are equipped with multi-media resources including the latest novels and texts.

We have a newly built 6th Form Block that provides teaching rooms, a common room and a superb study facility equipped with PCs and lap top computers that students can use throughout the 6th form block.

Ashcroft Technology Academy is a highly successful and heavily over-subscribed school providing an outstanding quality of education in a superb environment for learning.

The Academy has an excellent track record of public examination results; in 2016-17 90% of our Year 11 students achieved a 4 in Maths with 92% of our Year 11 students achieving the same grade in English. The overall progress score of +0.80 places us within the top schools in the country.

We have a strong 6th form at the Academy with all subject areas offering AS and A2 courses. We are also an International School running the International Baccalaureate qualification with students joining our course from a variety of different countries. In 2016-17over 42% of all grades achieved were A or A* with an enviable number of students securing places on courses of study at Russell Group Universities. These include Princeton University in the I.S. and Clare College, Cambridge.

In addition to well-resourced teaching rooms the sixth form includes a large study area equipped with 54 PCs and 40 Laptop computers that students can sign out for independent use.

Since its inception as a CTC in 1991 the Academy has benefitted from its multicultural intake. At the Academy we celebrate and value the rich cultural diversity our students bring with them and enjoy a very tolerant and happy multicultural community.

When you come and visit the Academy you will find a calm and focused learning environment where teachers are able to teach and students are able to learn. This environment has been created and is sustained by our emphasis on the traditional values of respect, politeness and good behaviour.

We have a very strong pastoral system with tutors supported by Heads of Year who are themselves supported by a member of the Leadership Group.

At all times a member of the Leadership Group in on 'walkabout' monitoring classrooms in the Academy and providing support when and if teachers need it. Students who are disrupting learning are removed from classrooms until they are ready to return and make a positive contribution to lessons. This means that classes are orderly and that teachers can enjoy their teaching. It also means that teachers know they can prepare interesting and stimulating lessons which students will enjoy and benefit from and that they will not spend their time “fire fighting”.

Every week there are Year group assemblies led by form groups.

For the Performing Arts there is a new purpose build suite of studios, classrooms and practice rooms. For music lessons students have the use of an Apple MAC network. There is access to a wide range of instruments for use in lessons and for those students wishing to learn an instrument.

House System
We run a House system at the Academy that provides students with the opportunity to mix with other students across the years. Once a week there are house assemblies that are led by the Head of House and by form groups.

There is a vibrant, exciting and very enjoyable inter-house competition with diverse events ranging from a 'Great Bake Off' to a Photography competition and numerous others such as sports events.

Students are rewarded for their efforts through the House point system linked to prizes that include awards for excellent attendance. We have very strong attendance at the Academy.

ARC – Ashcroft Academy's Autistic Resources Centre
The purpose of ARC is to allow students with a diagnosis of Autism or Asperger's to access an education within a mainstream Academy. It offers both academic and pastoral support to achieve this and has an excellent record in the GCSE grades achieved by students so far. It also provides staff expertise to meet some very specific, individual needs and safe place that students are able to use if they do become anxious. It also provides a centre of expertise within the Academy to enable all staff to develop their understanding of ASD. The ARC is made up of a two teachers, one of whom is the Lead teacher, and a number of TLA's. Students are expected to eventually spend 80% of their time in mainstream lessons.

ARC staff support students to:

- Access the curriculum of the mainstream.
- Meet specific and individual needs.
- Provide a centre of expertise within the academy to enable all staff to develop their understanding of ASD.
- The capacity of ARC is 20 students: 4 in each year group.

The accommodation provided is intended to:

- Avoid sensory overload
- Minimise distractions
- Provide opportunities to develop special interests Structure social interactions so that they are manageable for ASD students.
- Provide outside space for alternative PE sessions/ downtime.

Visits and journeys
There are a multitude of opportunities for students to attend visits relating to the curriculum and to their broader personal development.

We take full advantage of the Theatres, Museums, Galleries and tourist attractions available just 30 minutes away in central London and in the wider areas around the Academy. For field studies students visit the South Downs where there are a variety of geographical features and environments to survey. In History all students visit the 1st World War sites in Northern France and Belgium.

Another advantage of our location is our easy access to the continental Europe. We have a strong links to a school in Versailles, visits to Paris are included in the curriculum for all students and visits to Berlin are arranged too.

Kenyan Adventure
Our students have had a unique opportunity to work with local community projects in an international context in a developing area of Kenya, east Africa. They spent 10 days volunteering in two schools on the outskirts of Nakuru, located in the Rift Valley province. Whilst there, students had the opportunity to spend time working on the following projects:

- Community Work with Underprivileged Children
- Teaching in Schools
- Playing and Coaching Football & Multi-Sport Activities
- Minor renovation such as painting and decoration

Extra-curricular activities
The Academy runs a Clubs and Societies session of one hour on a Monday evening and at lunchtimes, before and after school. These include film club, chess, board games, art, drama, music, DT, ICT, homework club, careers, booster sessions, 'catch up' sessions in several subjects, and sports clubs.

The PE Department run clubs in many sports including: football, rugby, hockey, netball, basketball, cricket, rounders, softball, tennis, badminton, volleyball, table tennis, athletics, gymnastics and trampolining. Inter-school fixtures are undertaken in many of these areas with added competition coming via the House Competition and entry into local, regional and national sports competitions. Outdoor pursuits are followed via the Duke of Edinburgh's Award Scheme. Students also have the opportunity of rowing on the Thames during the summer months.

Disability Access
All areas of the Academy are fully accessible to wheelchair users through lifts and ramps.

Academy Conversion



The Academy conversion in 2007 and associated works enabled the release of £16 million to upgrade and develop the facilities at the Academy and its separate sports ground. Just under £1 million was provided by the sponsor Lord Ashcroft, KCMG PC; £12 million was provided by the Government for the Academy conversion and a further £1 million from Wandsworth LA and other sources. Additionally the Academy was also able to utilise other revenue funds accrued in earlier years to fund: the refurbishment of the auditorium, the building of a new sixth form centre, the enhancement of the restaurant facilities, new changing facilities and an all-weather pitch at our remote sports ground, refurbishment of the gymnasiums, upgrades to all of the Science Laboratories as well as a new teaching block predominantly for Performing Arts. The new building also hosts a small (16 place) Autistic Resource Centre funded by London Borough of Wandsworth at a cost of approximately £850k. To complete the picture there is also a new administration block and main entrance.

The Education Brief for the Academy provides an innovative curriculum focussed on progression by achievement and with many opportunities for personalised learning. Most students will complete Key Stage 3 in two years, and will then follow a Key Stage 4 course for 3 years.



Location

Ashcroft Technology Academy is ideally located less than a 10-minute walk away from East Putney Tube station on the District line and 15 minutes from Putney Mainline BR station. Alternatively, Clapham Junction station is about 3 miles away and is serviced by good bus routes to Putney. The main A3 London to Portsmouth Road passes immediately next to the Academy and provides direct access to the M3 and M25. With its very distinctive iconic green glass exterior the Academy has become a local landmark for both architectural and educational excellence in the neighbourhood.



The Windmill on Wimbledon Common

As well as the educational advantages of being close to central London, the Academy is also surrounded by vast areas of open spaces including Roehampton Golf Course, Putney Heath, Richmond Park and Wimbledon Common.



The famous boat race

Famous for the 'Boat Race', Putney enjoys its position on the River Thames where the towpath remains a popular rambling route for locals. The world famous Wimbledon Lawn Tennis complex is also nearby.

With well-established and reliable public transport links throughout the area, travel to central London and the West End takes about 20 minutes.

Cafes, restaurants and shops abound in Putney and in nearby Wimbledon Village and Wimbledon town, whilst the large suburban shopping centres of Kingston and Richmond provide opportunities to shop in the larger national department stores.

Nearest Underground Stations:
East Putney District Line

Nearest Overground Station:
Putney

Bus Routes:
37, 170, 337

Please note that the entrance to the school and the visitors' car park is on Portinscale Road.

