



## Deputy Coordinator – Humanities MPS + TLR 2b

### Application Pack



## Welcome to Rivers Academy West London

Thank you for your interest in the role of Deputy Co-ordinator of Humanities at Rivers Academy West London. We wish to appoint an excellent Deputy Co-ordinator with a real passion for actively engaging children in learning and the ambition to make an impact at the department and whole Academy level. Our Deputy Co-ordinators play a key role supporting our Subject Co-ordinators and teachers to ensure every child maximises their progress.

All staff at Rivers Academy share the drive of our Deputy Co-ordinators, Subject Co-ordinators and Senior Leaders 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 are the one chance of success for our students and we are persistent and resilient in overcoming obstacles which our students may face. Our March 2015 'Outstanding' Ofsted report was testament to the dedication of our staff, students and families:

**“The Outstanding quality of teaching is clearly demonstrated by the rapid progress made by students, in all year groups” Ofsted 2015**

We all have the highest aspirations for every student and provide exceptional education and pastoral care for each individual. As a result, children perform tremendously well in external examinations. In 2017 a very pleasing 80% of students achieved a 4 or above in English and 63% of students achieved this benchmark or above in Maths. 56% of students achieved a grade 5 or above in English and 41% in Maths. Across all Year 11 subject entries, we were delighted to see 14% rewarded with the very best grades having achieved a 7 or higher and 40% of students with grades 9-5 or A\*-B.

This is an excellent opportunity for an ambitious individual seeking to make an impact and gain the pastoral and curriculum experience in order to progress to a Subject Co-ordinator or other middle leadership role.

**Andria Singlehurst**  
Principal

## 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, regardless of their background, prior attainment or needs. Everything we do at Rivers is driven by this, so that our students can leave us with the best set of qualifications possible and as well rounded young people thereby helping to maximise their life chances.

### High Expectations

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

### Active Engagement in Learning

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

### Our Future Ambitions

Our 'Outstanding' March 2015 inspection report was testament to the tremendous hard work of our staff, governors, students and parents/carers. This report represents an important milestone on our journey. Our goal is to raise the Aspirations of the young people with whom we work whilst reaching levels of achievement that would place us in the top 5% of schools nationally.

## Who are we looking for?

We are looking for an exceptional individual to play an important role in our unique and growing Academy. The successful candidate will be an **excellent teacher of a Humanities based subject (History, Geography or RPE)** with the ability or potential to learn how to effectively lead a team. The successful candidate will also play an important pastoral role as an academic mentor and support the pastoral care of all students in the **Humanities** area of the **Communications Faculty**.

## What can we offer you?

With great students, an outstanding and supportive team of staff and an Academy in a well-connected location just 18 minutes on the train from Clapham Junction, Rivers offers an excellent opportunity for an ambitious, talented individual looking to develop their career.



As part of the successful and growing Aspirations Academies Trust we are a part of the newly designated NCTL Teaching School Alliance. You would be joining us at a very exciting time and become part of a vibrant learning community that will offer you fantastic opportunities for CPD, career development, future promotions and the opportunity to be able to make your mark. As a Coordinator you would also play a key role in shaping this work.

### The Humanities Subject Area

Our Humanities team has a number of very experienced teachers of History, Geography and Religious Education. With a new Subject Co-ordinator in place and new trainees learning and developing in History and Geography this is an exciting and forward thinking group looking to make a difference. The successful candidate would be joining an extremely supportive, knowledgeable and ambitious team who are looking for a practitioner capable to coaching and developing others to maintain the very highest standards.

## Person Specification – Deputy Co-ordinator Humanities

### Job Description

<b>Department:</b> Humanities	Accountable to: <b>Subject Co-ordinator Humanities</b>
TLR 2b	<b>Employment Type:</b> Full time, paid

### Principal Accountabilities

- Personal development, behaviour and welfare of students in their Academic Mentoring group and, through the Subject Co-ordinator, in the Humanities area of the Communications Faculty.
- Academic progress and achievement of all students in their subject area.
- Effective leadership of a subject area.

### Position Summary

#### Leading a Subject Area – Academic Duties

The Deputy Co-ordinator – Humanities will:

- Inspire and lead a team of teachers to ensure Outstanding educational provision.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject area, in accordance with the aims and policies of the Academy.
- Contribute to raising standards of student progress and attainment.
- Establish and ensure high quality teaching in every classroom, every day.
- Maintain high standards of student behaviour in the subject area at all times.
- Monitor and drive improvements in student progress.
- Drive improvements in management and organisation of the department to ensure an ordered and safe working environment.
- Effectively lead, manage and deploy teaching/support staff, financial and physical resources within the subject area.
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the subject area.
- The oversee the day-to-day management, control and operation of course provision within the subject area, including effective deployment of staff and physical resources.
- Undertake Performance Management Review(s) and to act as reviewer for a group of staff within the subject area.

- Ensure that Health and Safety policies and practices, including risk assessments, throughout the subject area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

### **Leading – Pastoral Duties**

- To support the Subject Co-ordinator to ensure effective pastoral care of all students (Years 7 – 13) in one half of the Communications Faculty.
- To exemplify excellent as an Academic Mentor and develop and support the team of Academic Mentors in providing outstanding pastoral care.
- To monitor and support the overall progress and development of students within half of the Communications Faculty.
- To support the Subject Co-ordinator in monitoring student attendance together with students' progress and performance in relation to targets set for individuals; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To contribute to and implement the Academy policy on rewards and support all staff to take responsibility for student behaviour.
- To ensure the Behaviour Management system is implemented in the subject area so that effective learning can take place.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 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 set and manage Faculty Detentions.

### **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 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.
- 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 behaviour policy.

- To ensure that lessons consistently model best practice and their classroom becomes a beacon of excellence.

### **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.

### **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 work alongside other members of staff to review and innovate on 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 SLT.
- To meet the expectations set out in the National Teachers Standards (Sept 12).
- Undertake any other reasonable professional task as directed by the Principal.
- To carry forward the Aspirations Academies Trust vision.
- Ensure the Aspirations framework is embodied in every aspect of Rivers Academy West London.
- To undertake whole Academy duties as outlined in targets set for Heads of School each year.
- Manage Co-ordinators' detentions.
- To adhere to the Academy's Dress Code.
- To engage actively in the performance review process.
- To continue personal development as agreed at appraisal.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) and the Principal not mentioned in the above.
- To play a full part in the life of the Academy community, to support the distinctive aim and ethos of the Aspirations Academies Trust and to encourage staff and students to follow this example.
- To show a record of excellent attendance and punctuality.

### **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.

## Person Specification

Assessed by application form (A) Assessed by the recruitment process (I) Assessed by reference (R)

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.	AIR
Evidence of impact as a Head of Subject or in another leadership role.	AIR
Evidence of successful organisation and administration. .	AIR
Experience of curriculum management issues.	AIR
Experience of raising achievement within a subject area 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
Ability to lead a team with clarity and consistency.	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	AIR

respect from students, parents, colleagues governors and other members of the community.	
Demonstrable resilience evidenced by ability to work effectively and reliably under pressure.	AIR
The ability to adapt to varied roles, responsibilities, schedules and contexts.	AIR
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 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.	AIR
Excellent attendance and punctuality record.	AIR
Energy, enthusiasm, commitment, integrity, good sense of humour.	IR
Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes.	AIRIR
Commitment to the safeguarding of all learners	AIR

## The Aspirations Academies Trust

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools. Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world. Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Active Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important pre-school, primary and secondary and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

## Continuous Professional Development

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

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

## Promoting Aspirations Project

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

## Aspirations Framework



## Safe Recruitment Procedure

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

### Disclosure

This post is classified as one that undertakes *regulated activity*, and appointment is subject to submission of an enhanced check undertaken by the Disclosure and Barring Service that is considered satisfactory by the Trust. Applicants are required, before appointment, to disclose any conviction, caution or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198). Convictions that are defined in the legislation as “spent convictions” but not “protected” would need to be declared. 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 a range of factors including the nature of the offence(s) and when they occurred.

### Shortlisting

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

### Interview

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

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

### Reference checking

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