Aspirations Academies Trust
in association with Quaglia Institute

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RiversAcademy West London
an Aspirations Academy

Teacher of English

MPS
(with opportunity to become a Lead Practitioner and/or Specialist Leader in Education)

Application Pack



'To be able to dream about the future, while being inspired in the present to reach those dreams' Dr. Russell J. Quaglia

Welcome to Rivers Academy West London

Thank you for your interest in the role of **Teacher of English** at Rivers Academy West London. Each member of staff at Rivers 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 tremendously well in external examinations.

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.

Andria Singlehurst
Principal

Visits are welcomed and encouraged
To arrange a visit or for more information please contact
Sam Smith, PA to the Principal
E-mail: ssmith@rivers-aspirations.org

Vision and Ethos

At Rivers Academy we believe that for students to have high aspirations, the three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. We live these day-to-day through 8 Conditions that emphasise relationships, active and engage in teaching and learning, and a sense of responsibility over each student's own aims and goals. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiousity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.

We understand that we are the one chance of success for our students and we are persistent and resilient in supporting them to overcome any challenges they may face in their lives.

Who are we looking for?

Do you want to work in a highly successful, supportive and innovate department? Are you focused on achieving the best outcomes for your students? Do you want to work in an established team where your ideas and initiatives will be listened to? If so, you need to be part of our English Department.

We are a team of dedicated teachers who understand the journeys that students can take to achieve their potential and support and guide them there.

The Academy is recruiting for someone who shares our drive to engage and motivate every child to achieve their potential, who will play an important role in our unique and growing Academy. The successful candidate will be an excellent teacher of English, who will also play an important pastoral role in leading and Academic Mentoring (Tutor) group.

This is an exciting opportunity for a newly qualified teacher or someone wishing to further develop their career as part of a dynamic team, with opportunities for the right candidate to become a Specialist Leader of Education (SLE) or Aspirant Lead Practitioner/Lead Practitioner. This potential development would mean you would play a key role in further developing the curriculum and pedagogy in English across the Academy/Teaching School Alliance.

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.

- A well-resourced, established and flourishing English Department
- A personalised approach to Continuous Professional Development Training
- Competitive Salaries and Pay Progression
- Supportive Leadership Team
- Students with a positive attitude and willingness to learn and succeed
- Open and positive working environment
- Fully Equipped fitness suite
- Feedback and Advice
- Excellent Transport Links to Central London (30 minutes) and Heathrow Airport (15 minutes)
- A wider Supportive Supportive Trust network
- Employee Assistance Programme
- Parking on Site

tsa Aspirations Teaching School Alliance

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 for you to be able to make your mark. As a teacher and potentially a future Lead Practitioner you would play a key role in this work.

The English Department

Our English team is strong and supportive. We are currently working on developing an all-through curriculum (4-18 years) with local primary schools.

We are growing our successful and established team and developing a truly inspirational curriculum designed to ensure students share our passion for English and wider learning. The successful applicant would play a critical role in the continued progress of the Academy.

Job Description - Teacher of English

Department: English	**Accountable to:** Subject Co-ordinator - English
Main scale (with scope to progress to Lead Practitioner or Specialist Leader in Education)	**Employment Type:** Full time, paid

Principle Accountabilities

- Establish and safeguard a focus and commitment to high quality teaching and learning that meets the teaching standards and ensures that all students are given every opportunity to gain success in terms of formal accreditation and personal development.

- To agree, monitor, evaluate and be accountable for student progress targets and to make a measurable contribution to whole Academy targets.

- To work collaboratively with partner schools and academies to support the development and maintenance of high quality teaching and learning across the West London District at all Key Stages.

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.
- 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.

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 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.

Conditions of Service

General conditions applying to this post are set out in the Trust's contractual framework for teaching staff.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions, cautions, reprimands 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).

Candidates are required to give details of any convictions in the application process. Furthermore appointment to this position is subject to submission of a certificate issued by the Disclosure and Barring Service that is considered satisfactory by the Trust and confirms the appointee is not included on the Children's Barred List.

Further pre-employment checks will be undertaken in accordance with the Education (Independent School Standards) Regulations 2014 (as may be amended from time to time) and any additional statutory guidance (e.g. Keeping Children Safe In Education issued by the

DfE). Disclosure of a criminal background will not necessarily prevent employment – consideration will be given to the nature of the offence(s) and when they occurred.

Equal Opportunities

The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies and ensure inclusive practice and equality of opportunity for all.

Person Specification – Teacher of English

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

Criteria	Assessed by
Qualifications and Training	
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 Mathematics and English.	A
Any further relevant training.	A
Experience	
At least one year of successful teaching experience with demonstrable impact on student progress.	AIR
Professional Knowledge, Understanding & Skills	
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
Personal and Interpersonal	
A passion for education and making a difference with demonstrable commitment to achieving the highest possible standards for all learners and a proven record of enabling learners to fulfil their potential.	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
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

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. Please visit the trust website for further information at: https://www.aspirationsacademies.org/

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 obtained, usually from previous and current employers. These may be contacted before the interview with your consent in line with GDPR and in all cases before an offer of appointment is confirmed.