



**International
Academy of
Greenwich**

Become a global citizen



The International Academy of Greenwich (IAG) is a growing school. We opened with 95 Year 7 students in September 2016 and will open a Sixth Form when our new building is ready in September 2020. IAG is a candidate school for the Middle Years Programme. This school is pursuing authorisation as an IB World School. These are schools that share a common philosophy: a commitment to high quality, challenging, international education which IAG believes is important for our students.

IAG's vision is to offer excellent education which will harness and build on the linguistic and cultural diversity in Greenwich and nearby Boroughs. We will offer: a truly broad and balanced curriculum; high academic standards; strong linguistic and communication skills; access to top universities in the UK and abroad; the passport to an international job market; Active Citizenship skills and respect for other cultures; and enhanced self-confidence.



Welcome to the International Academy of Greenwich

Our vision for an Education for Global Citizenship

We at the International Academy of Greenwich possess a vision, one shared with a growing network of schools, that every learner must experience [learning that is extraordinary](#) - learning that:

- equips them with deep knowledge and core skills;
- affirms their efficacy as a learner;
- enables them to thrive in the conditions of this century; and
- gives them the agency to shape their lives and change their world.

We believe that a narrow 'career' focused education is no longer valid. A profession focused education with a relentless focus upon the development of transferable and non context bound skills central to the 'future-ready' learner and professional is required. We have identified that there are two key components to getting this right: first, what to teach; and, second, how to teach it; essentially the Curriculum. Such a forward-looking Curriculum must include a focus on:

- the linguistic, mathematical and technological literacies all job roles will require in the future;
- ensuring the breadth and depth of subject knowledge and the ability to make inter-disciplinary connections;
- developing global citizenship values, including empathy and character;
- non- cognitive employability skills such as problem solving, critical thinking, project management and creativity.

Be part of the story

To achieve our vision requires much more than a didactic, teacher led and heavily structured approach to teaching and learning. It requires the empowerment of learners by educators, by the Curriculum and through the taught curriculum. It requires an approach which shifts learning onto learners, one which enables the development of independence and mastery through interdependence and collaboration with others. Problem solving and enquiry driven learning with opportunities to engage with the real-world in an authentic education are also key.



We naturally want all students at the International Academy of Greenwich to be valued and to achieve their very best in every aspect of their lives. As such our ambition is for all learners to become Global Citizens, equipped with the skills and outlook they need to live, study and work in the UK or abroad. As such the Curriculum at IAoG is broad and balanced, authentic and appropriately challenging, and exceeds the requirements of both the English National Curriculum (at KS3 & 4) and the International Baccalaureate Middle Years Programme in developing a range of cognitive and non-cognitive attitudes, skills and attributes.

Our Curriculum is designed to engineer and facilitate all that is outlined above, what we call an '[education for global citizenship](#)'.

Curriculum, Teaching & Learning at IAG

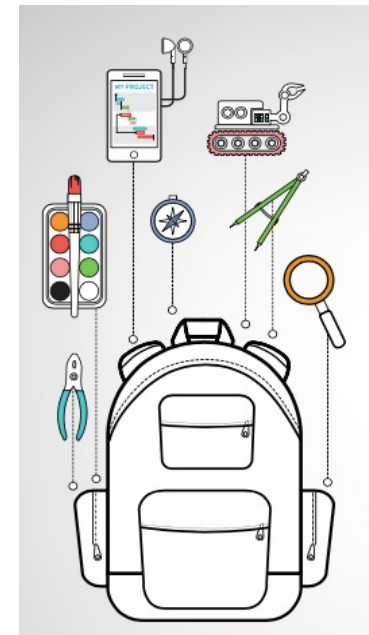
The International Academy of Greenwich offers a Curriculum which is highly personalised, authentic and actively promotes the importance of language. This is to enable all learners to develop as a **Global Citizens** and as a lifelong-lifewide learners. Through a model of cross-subject enquiries guided by essential real-world questions, learners will be presented with countless opportunities to engage deeply with the knowledge, attitudes and skills of a wide range of academic disciplines while seeing its direct relevance to the world around them.

- Our choice of enquiries are designed around real-world issues, enabling students to make valuable connections between their studies and the world around them.
- Our unique Professional Pathways curriculum at Key Stage 4 seeks to prepare students for further study, the world of professional work and a lifetime of learning.
- Our approach is designed to enable all students to master individual subjects, to develop the 'future-proof' literacies, competencies and attributes of a 'future-ready' learner and Global Citizen.

Traditionally schools deliver the same curriculum year after year with no thought about the changing nature of the teacher or the learner. We have a highly structured curriculum skeleton which can be fleshed out in response to the needs of learners and their emerging interests. Our Curriculum is organised under key concepts such as **Identity, Connections, and Global Interactions**, and through Driving Questions such as *To what extent is our shared IAoG identity 'Global'?* and *Colony Mars: What is required in order to create a sustainable human community on Mars?*. It is through these unifiers that subject disciplines will be taught both overtly and as integrated interdisciplinary enquiries.

In addition the learner attributes of the Global Citizenship Profile, [Approaches to Teaching and Learning](#) and assessment criterion linked to both the IAoG Standard and MYP are mapped out across the Curriculum ensuring clarity and rigour. These concepts, questions, attributes, ATL's and criterion will change every 1/2 term creating a natural beginning and end to a cycle of learning.

- Each academic year of the IAG Curriculum has a different focus as a means of building the foundations for evermore independent and self-directed learning towards liberation. **Year 7** has a focus on induction into the systems, ways and norms of the academic and social life of IAG. We call this **'Transition'**.
- Following graduation from this foundation year students will move into **Year 8** where they will begin to sample a greater variety of distinct subjects, experiences and begin to make decision about their learning pathways through the choice of electives, exploratory courses and through the themes of their Individual Projects. Constant review of an individual's Personalised Learning Plan will facilitate this process. We call this **'Exploration'**.
- **Year 9** will see even more choice with students making informed decisions about the Professional Pathway they would like to follow, selecting the Major and Minor elements of a Pathway as they continue their journey towards mastery and the summative assessments of Year 11. We call this **'Specialisation'**.
- Following a further graduation student will enter **Year 10**. The traditional GCSE years of 10 and 11 will see students undertaking academic studies linked to their Pathway alongside accredited Community and Individual Projects and work based Internships. Inline with the more experiential element of this phase in the IAG Curriculum we call this **'Professional Pathways'**.



Advisory, Exploratory, Core, Extended



Exploratory are weekly sessions where students get to explore, tinker and design. This will follow a model of 6 rotations across the academic year. In addition all students will also have the opportunity through Exploratory and Advisory to complete a number of [long-term projects](#), where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it. Exploratories purpose is to expose learners to a broader variety of subjects areas, skills and experiences, this includes providing opportunities to work with 'community educators' and experts. Some of the sessions in the exploratory could include;

- 'Maker fair' – students design and build something for the community
- 'Integrated Design'
- 'Integrated Arts'
- '20% time; Individual Project'
- Coding and Computer science

The Core of academic learning will have an interdisciplinary approach while ensuring students have a deep understanding of the content they are learning through a balance of independent and collaborative enquiries and teacher driven Master Classes. The Core will be the predominant vehicle for the facilitation of learning across the eight subject groups of the MYP: *Language acquisition, Language and literature, Individuals and societies, Sciences, Mathematics, Arts, Physical and health education & Design.*

Through the Core all students receive at least 50 hours of direct and indirect instruction (KS3) in each subject of the groups outlined above. These sessions will be a mixture of:

- **Mastery based learning:** Sessions designed so that students don't move on until they have mastered particular skills or understanding.
- **Masterclasses:** Students will be taught by and have modelled by Subject Experts complex concepts and skills.
- **Collaborative Problem Solving enquiries:** Students work across disciplines making their learning purposeful. Teachers think deeply about the processes of learning and students exhibit a final product to a real world audience, including their peers, parents and carers.

The Advisory is a unique approach to education and one which draws upon best practice from Primary and International School systems. The Advisory will be a pod/class of 25-30 students with an 'Advisor' teacher attached. The same teacher will support students within their Advisory lessons and for elements of their Core lessons. This is so that Advisors, as both teacher and mentor, have a thorough understanding of each individual in their care, building strong and long lasting relationships. The Advisor remains fixed throughout the student's time at IAoG ensuring the development of an ever deeper and productive learning relationship. This approach aids transitions between primary and secondary and maintains a strong relationship between students and adult. Within an Advisory session the following may occur across a week;

- The advisor will mentor individuals and their Team, guiding their social, emotional and academic development
- The advisor will facilitate our approach to shared reading and to cultural exchange
- The advisor will monitor a student's progress, their e-portfolio and help learners to shape their Personalised Learning Plan
- The advisor will work with students 1-1 to help them catch up with or work towards mastery of a particular skill from their Core learning
- The advisor will support students in the completion of their personal study and Individual Project
- The advisor will support in the completion of an advisory project, this is where they study topics of social significance over a term. This may build on the knowledge and skills from their core learning but also aim to think about problems facing the real world helping to support every learner's Community Project.

Above all the Advisor is a fixed point or reference for students, parents and guardians. It makes communication within and with our school much easier than in most and supports our commitment to democracy and transparency.

Extended learning sessions provide Personal Time and personal learning opportunities for students to be involved in projects, clubs and societies that are of interest to them. This may be an additional language or sport or anything from learning to play chess to debate. It also provides the means to facilitate Internships and other 'real-world' learning opportunities. Our aim is to have a rich Extended curriculum led by the local community, volunteers and parents. Extended alongside Exploratory will begin to enable students to make informed decisions about their Pathway electives as they move through the curriculum towards Year 11. Extended sessions will fall into four categories:

- Personal Time e.g. supported completion of Home Learning, project work;
- Community Language Acquisition e.g. taught sessions supporting the development of first/community languages;
- Interventions e.g. scheduled intervention sessions to support student learning; and
- Clubs and Societies e.g. opt in programmes each lasting a term.



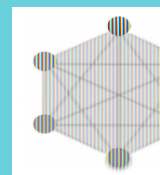
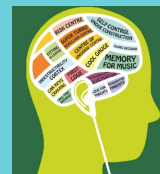
Developing you and your practice

At IAG, we take your development extremely seriously. We are an organisation made up of people driven to make a difference and to prepare ourselves and the students in our care for an unknown future. As members of a self-sustaining system we must be ready to constantly improve and innovate. In this context, it is not enough to simply improve our processes, we believe it is absolutely imperative to build into the very fabric of the school opportunities to develop all those within the IAG community. As such we guarantee:

- Regular and targeted Continuous Professional Learning through teacher choice, voice and agency.
- Opportunities for all staff to engage in a Professional Enquiry into their own innovative practices.
- A Professional Pathway through which opportunities are selected to help you develop in the areas you have a passion.
- Every member of staff will be a member of a decision making committee, helping shape policy and the direction of the academy as we grow.
- You will have a dedicated line manager who will coach and mentor you in your professional growth.
- A feedback culture, where opportunities to work and discuss teaching with your peers will be frequent.



What are we looking for



Educators who embody the core values of IAG and those of the IB MYP, epitomised by the 10 attributes of the Learner profile. Those who seek an opportunity to create and shape not just the education and life chances of those in their care but of the system itself.

Educators who are interested in research and pedagogy, who wish to undertake further study and hold a deep passion for innovative teaching and learning. Those who are motivated to find out and to do more.

Educators who want to teach across the subjects, leading on the delivery of STEM or Humanities & Culture strands as part of an interdisciplinary approach to teaching and curriculum. Those that want to work collaboratively with their peers and with their students.

Educators, from a range of backgrounds and with rich experiences, who can draw upon academic and non-cognitive skills to drive forward the learning of all those around them. An important aspect of such a skills set is an individual's humanity, kindness and integrity; being true to your word, being accountable and taking responsibility.

Job Profile: Core Teacher

Salary: dependant upon experience.

Start date: June/September 2018

Contract: Full time, permanent, subject to an enhanced DBS check.

We are looking for teachers with the capacity to teach either the STEM (Maths, Science and Engineering) or Humanities & Culture (English and Individuals & Societies) Core curriculum to a cohort of 48 students all within the same academic year. You will have a subject specialism but will be at ease developing and teaching (with appropriate support) a range of subjects. As the school grows you will draw more upon your specialism to support the delivery of the Professional Pathway curriculum (GCSE).

In addition you will design and deliver Extended learning experiences (building on your interests and passions) as part of the Extended and personalised curriculum. You will also act as an Advisor (Pastoral & Academic) to a group of no more than 26 students, most of which you will also teach the Core.

We are interested in educators with a range of backgrounds and experiences, those with Primary, Secondary or MYP teaching experience, those with extensive classroom experience and those new to the profession.

Above all we are interested in those that feel they match our Educator, Learner, Leader profile and those seeking the opportunity to be part of something pioneering and truly unique.

To apply for this role, please complete the application form for this role, which can be found in the Work With Us area of the IAG website.

In compliance with Safer Recruitment guidelines, CVs cannot be accepted. If you wish to have an informal discussion about this role, please email recruitment@iaog.org.uk

Educator	<ul style="list-style-type: none"> • To hold a strong belief in IAG's vision and the IB Learner Profile. • To collaboratively design, plan and deliver creative, exciting and challenging Core, Advisory and Extended learning experiences which include interdisciplinary real-world enquiries which culminate in a high-quality end product and tangible progress. • To support students to take part in active, purposeful and highly personalised learning which facilitates holistic progress over time. • To provide on-going, specific and personalised feedback to students and to be comfortable using data to plan interventions for individual students. • To establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which students feel secure and confident. • To set appropriate and demanding expectations and targets for students, building on prior learning, and supporting all students to meet these expectations. • To engineer and facilitate independent student-led learning, building a students capacity for self-regulated learning and a capacity for lifelong-lifewide learning. • To develop the aspirations and professionalism of an Advisory group of around 24 students, actively collaborating with colleagues and stakeholders such as parents/carers and external agencies. • To support the inclusion of all young people and to foster a belief that every child can succeed.
Learner	<ul style="list-style-type: none"> • To learn through regular evaluations of the effectiveness of Core, Advisory and Extended experiences that you have designed and delivered. • To be immersed both in your subject/age specialism and the literature around how children learn, facilitating a creative, reflective and deep thought process concerning education. • To be constantly learning, open-minded and open to feedback, demonstrating both agility of thought and a commitment to your own professional learning.
Leader	<ul style="list-style-type: none"> • To contribute to the strategic direction of the school. • To operate at all times within the stated policies and practices of the school, leading others through modelling these and the tenets of the IB Learner Profile. • To collaborate with colleagues across the age levels, departments, CPL programmes, committees, and through the design and delivery of inter-disciplinary projects. • To act as a peer coach to those you co-teach with. • To actively support the growth of others and taking part in the feedback culture of the school. • To contribute to the construction of high-functioning teams of teachers and other staff.

