



Aspirations Academies Trust

in association with AUI and QISA

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Park Academy West London

an Aspirations Academy

Head of Art
MPS/UPS plus TLR
Immediate start



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Welcome to Park Academy West London

Thank you for your interest in the role of Head of Art at Park Academy West London. We wish to appoint an excellent leader with a real passion for making an impact at the whole academy level.

All staff at Park Academy share our 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 seek to appoint a highly motivated, exceptional teacher and leader. The successful candidate will have the ability to lead to a secure outstanding progress for every child.

We are the one chance of success for our students and we are persistent and resilient in overcoming obstacles which our students may face.

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 tremendously well in external examinations. This year our A level students managed to secure some outstanding results:

74% A* - C grades

53% A* - B grades

Eight students gained entrance into a Russell Group University of their choice.

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 looking for an outstanding Head of Art, who will academically and pastorally lead one of our four 'mini schools' as well as having other agreed significant whole Academy responsibilities. This role provides an outstanding range of experiences and skill development that will help facilitate further promotion.

You will be a successful teacher and leader with a proven track record of school improvement. You will have significant experience of raising achievement, leading change, possess excellent communication skills and have the ability to motivate staff and students. Whole Academy responsibilities may change over time to help provide you with further experiences and skill development to support your career development and promotion opportunities.

As a team we also believe in aspiring to **'Level 5' leadership**, as outlined by Jim Collins in 'Good to Great', the key traits of which are outlined below:

Level 5 Leadership

- Paradoxical mix of personal humility and professional will
- Ambitious first and foremost for the organisation, not themselves
- Set up their successors for even greater success whereas egocentric leaders often set up their successors for failure
- Display a compelling modesty, are self-effacing and understated as opposed to comparison company leaders being egocentric which contributed to the demise or mediocrity of the company
- Fanatically driven, infected with an incurable need to produce sustained results – they are resolved to do whatever it takes to make the organisation great, no matter how big or hard the decisions
- Display a workmanlike diligence – more plough horse than show horse
- Attribute success to factors other than themselves – when things go poorly they blame themselves taking full responsibility
- One of the most damaging trends in recent history is the tendency to select dazzling, celebrity leaders and to deselect L5 leaders
- This is an overwhelming empirical finding not an ideological one

You would be joining us at such an exciting time and become part of a vibrant learning community that will offer you fantastic opportunities for your career development and for you to be able to make your mark. Park Academy West London offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

Yours faithfully,

Juan Delgado
Acting Principal

Visits are welcomed and encouraged

To arrange a visit or for more information please contact

Moira Canning, PA to the Acting Principal

E-mail: info@park-aspirations.org

For more information please visit: www.aspirationsacademies.org or www.park-aspirations.org

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

Job Description

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

The Head of Art is directly accountable to the School Assistant Principal to contribute to the educational success of the Art Department within the overall framework of the Aspirations Academies strategic plan as well as the individual Park Academy West London strategic plan. Head of Art is responsible for contributing to the effective day to day operation of the Art Department, whilst fully supporting the Art Subject Co-ordinator and Head of Faculty (Assistant Principal) to ensure an effective educational provision.

Purpose:

- 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 Art curriculum

Responsible for:

- Teaching staff, other relevant personnel and students within the subject area.

Operational and Strategic duties:

- To lead in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To write the subject area's Improvement Plan and lead on its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To contribute to the whole Academy's planning activities

Curriculum Duties:

- To liaise with the Head of Faculty to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme for History which complements the vision of the Academy.
- To assist the Subject Co-ordinators, Head of Faculty and Vice Principal to ensure that the curriculum area provides a range of teaching which complements the Academy's Strategic Objectives.
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Aim and Strategic Objectives.

Staff Development Responsibilities:

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within

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the Academy.

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.

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 Subject Co-ordinators and Head of Faculty 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 a form tutor 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 Subject Co-ordinators and Head of Faculty 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 PSHE and Citizenship and enterprise 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 Faculty

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 that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- 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.
- To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
- To mark, grade and give 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.

Conditions of Service

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

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.

Head of Art Person Specification

Assessed by application (A) Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent.	A	
Qualified Teacher Status.	A	
Exemplary, outstanding practitioner.	A,R	
Evidence of professional development relevant to Senior Leadership.		A, R
Professional Experience		
Outstanding secondary teaching experience across at least two key stages at KS3, 4 and 5.	A,R	
Outstanding Middle Leadership experience.	A,R	
Proven experience of consistently good and outstanding teaching, delivery outstanding student attainment/progress over time.	A,R	
Experience of reflecting on and improving teaching practice to increase student achievement.	A,R	
Experience of being involved in raising levels of student attainment/achievement across at least two Key Stages at KS3, 4 and 5.	A,R	
Experience of continually improving teaching and learning through schemes of work, assessment, intervention and extra-curricular activities.	A,R	
Form tutoring or mentoring learners.	A,R	
Leadership of whole school development priorities and initiatives.		A,R

Criteria	Essential	Desirable
Experiences of providing professional development to teachers, including coaching, mentoring and training.	A,R	
Experience of leading some aspects of whole school KS4 or KS5 Raising Achievement strategies.		A,R
Teaching and Learning		
Excellent classroom practitioner – ensures that their own classroom practice models best practice.	A,R	
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward.	A,R	
Demonstrates resilience, motivation and commitment to driving up standards of achievement.	A,R	
Excellent communication, planning and organisation skills.	A,R	
Acts as a role model to staff and students.	A,R	
Commitment to regular and on-going professional development and training to establish outstanding classroom practice.	A,R	
Leadership		
Leadership skills already developed as a Middle or Senior Leader.	A,R	
Effective leader and team member.	A,R	
High expectations for accountability and consistency.	A,R	
Clear vision on how to help move to academy to the next level of performance.	A,R	
Vision aligned with the Trust’s aspirations.	A,R	

Criteria	Essential	Desirable
Genuine passion and a belief in the potential of every student and the 'no excuses' philosophy.	A,R	
Motivation to continually improve standards and achieve excellence.	A,R	
Commitment to the safeguarding and welfare of all students.	A,R	
Specialist Knowledge		
Outstanding understanding of effective KS3, 4 and 5 Raising Achievement strategies.	A,R	
Knowledge and application of data used to drive raising student achievement.	A,R	
Experience of strategic marketing and promotion.		A,R
Ability to present to and inspire large audiences.	A,R	
Excellent understanding of the OFSTED framework and what constitutes outstanding teaching, learning, achievement and leadership.	A,R	
Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour.	A,R	
Knowledge of the latest educational research, findings and best practice.	A,R	
Disposition/Attitude		
A passion for education and making a difference to student's life chances.	A,R	
Vision and the ability to implement it.	A,R	
Ability to work as a member of a team.	A,R	

Criteria	Essential	Desirable
The ability to command respect from colleagues, parents, governors and the local community.	A,R	
Excellent attendance and punctuality record.	A,R	
Energy, enthusiasm, commitment, integrity, good sense of humour.	R	
Prepared to listen to others and share ideas.	R	
Developing successful relationships with pupils, staff, parents and Governors.	A,R	
Hardworking, imaginative and adaptable.	A,R	
Determined and resilient and doing whatever is needed to get the job done.	A,R	
Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies.	A,R	
Willing to take part in and lead extra-curricular activities.	A,R	
Willingness to undertake training.	A,R	
Other		
Commitment to safeguarding and welfare of all students.	A,R	
Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies.	R	
Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement.	R	

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, 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.

West London District



MY VOICE
aspirations survey

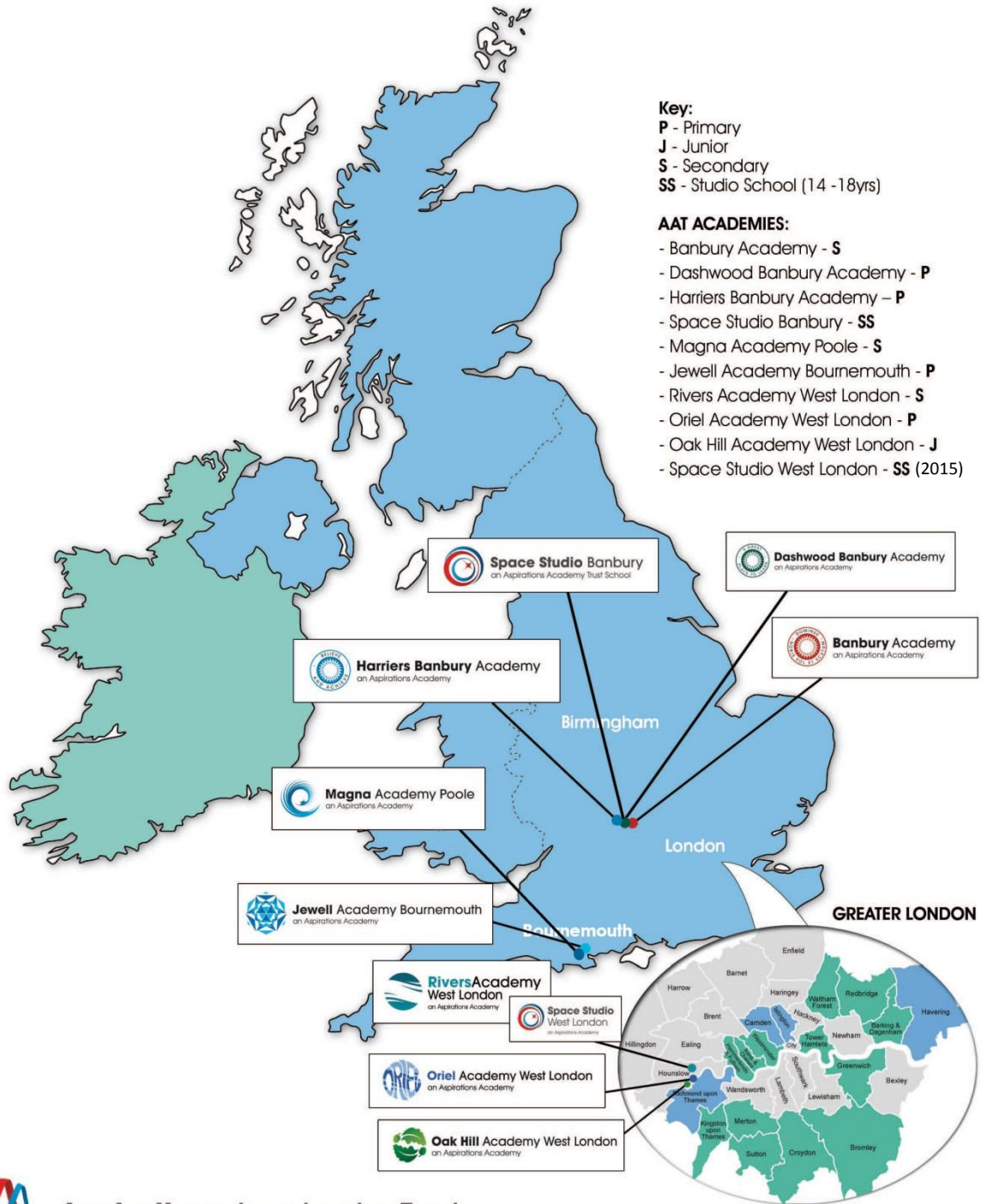
THE 8 CONDITIONS THAT MAKE A DIFFERENCE

The 8 Conditions That Make a Difference need to be in place if students are to strive for, and fulfill, their academic, personal, and social promise.

 <p>Belonging Feeling like you are part of a group, while knowing you are special for who you are.</p>	 <p>Heroes Having someone who believes in you and who is there when you need them.</p>	 <p>Sense of Accomplishment Being recognized for many different types of success, including hard work and being a good person.</p>
SELF-WORTH		
 <p>Fun & Excitement Enjoying what you are doing, whether at work, school, or play.</p>	 <p>Curiosity & Creativity Asking "Why?" and "Why not?" about the world around you.</p>	 <p>Spirit of Adventure Being excited to try new things, even when you are not sure if you will be good at them.</p>
ENGAGEMENT		
 <p>Leadership & Responsibility Making your own decisions and accepting responsibility for those choices.</p>	 <p>Confidence to Take Action Setting goals and taking the steps you need to reach them.</p>	<p>Supporting partners</p>  
PURPOSE		

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Our Academies



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 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 case before an offer of appointment is confirmed.