



Aspirations Academies Trust

in association with Quaglia Institute

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Rivers Academy

West London

an Aspirations Academy

**Deputy Coordinator-
Well-being
MPS + TLR 2b**

**(with opportunity to become a future 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 **Deputy Coordinator of Well-being** 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.

Our children 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. We are their one chance of success. 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, Curiosity & 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 have the passion and rigour to inspire and motivate students to achieve their full potential and the commitment to ensure their well-being?

If you have answered yes to the question above, we would love to hear from you! We are looking for a Deputy Coordinator of Well-being committed to making a difference.

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 Physical Education, PSHCE, Child Development or another Well-Being subject 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 Well-Being area of the Maths and Well-Being 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 15 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 Well-being Faculty
- 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 Trust network
- Employee Assistance Programme
- Parking on Site



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 Well-Being Subject Area

Our Well-Being team has a number of very experienced teachers including a Subject Co-ordinator, a Senior Leader and experienced practitioners with responsibility for provision at the various subjects in this area including PE, PSHCE, Citizenship, Sociology, Child Development and Psychology. 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 achieve and maintain the very highest levels of progress and achievement.

Person Specification – Deputy Co-ordinator Well-Being Job Description

Department: Well-Being Faculty	Accountable to: Subject Co-ordinator Well-Being
TLR 2b	Employment Type: 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 Well-Being area of the Maths and Well-Being 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 – Well-Being 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 Maths and Well-Being 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 Maths and Well-Being 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.

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 – Deputy Coordinator of Well-being

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

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 Maths and English).	A
Any further relevant training.	A
Experience	
At least two years successful teaching experience.	AIR
Evidence of impact or potential to have impact beyond your own classroom 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
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
Ability to lead a team with clarity and consistency.	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	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. 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 requested, usually from the previous and current employers before an offer of appointment is confirmed.