



ASPIRATIONS

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Park Academy West London
an Aspirations Academy

Assistant Principal

Personal Development

L14 to L18

January 2022 start

Application Pack



West London District

Welcome to Park Academy West London

Thank you for your interest in the role of **Assistant Principal** at Park Academy West London. We wish to add capacity to our senior leadership team through appointing an excellent Assistant Principal with a real passion for engaging children in learning coupled with supporting the Vice Principal, Associate Principal and the Principal to lead the academy.

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 and this year's summer GCSE results were its best ever.

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 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.

Visits are welcomed and encouraged

To arrange a visit or for more information please contact

Moira Canning, PA to the Principal **E-mail:**

info@park-aspirations.org

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

DREAM, BELIEVE, ACHIEVE

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 21st Century.

We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Park Academy West London 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.

Teaching and Learning

Park Academy West London teachers provide engaging, challenging and relevant teaching and learning. Our teachers are a key group who drive new initiatives and exciting new pedagogies within Park Academy West London and across the Aspirations Academies Trust.

Our Future Ambitions

To become an outstanding academy that provides exceptional opportunities for students. We are dedicated to developing life-long learners and students who when they graduate from school and university are able to contribute positively to society.

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Assistant Principal - Personal Development

Park Academy West London - Job Description

Salary: L14- L18

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

The Assistant Principal is directly accountable to the Vice-Principal, for ensuring the educational success of Park Academy West London within the overall framework of the Aspirations Academies strategic plan as well as the individual Academy strategic plan. The Assistant Principal is responsible for contributing to the effective day to day operation of Park Academy West London, fully supporting the Vice-Principal, Associate Principal and Principal at part of a cohesive and highly effective Senior Leadership Team.

The Assistant Principal will be fully supported by the Vice-Principal, Associate Principal and Principal in every aspect of the management and organisation of the Academy. The Assistant Principal should support the Vice Principal, Associate Principal and the Principal to create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in every area of the Academy's work.

The Assistant Principal should support the Vice Principal, Associate Principal and the Principal to create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in every area of the Academy's work. Main aspects of the role:

- Carry forward the Aspirations Academies Trust vision;
- Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving student outcomes;
- Ensure the Aspirations framework is embodied in every aspect of Park Academy West London;
- Focus continuously on the development of teaching and learning aiming to ensure that it is of the highest quality and all times;
- Precise duties to be negotiated with successful candidate, based on their skills and experience.

Purpose:

- To take responsibility for a number of whole Academy operational tasks by agreement with the Principal.
- As a member of the Academy Senior Leadership Team ensure the achievement of excellence and high standards for all students.
- To raise standards of student attainment and to monitor the effectiveness of teaching and learning within the Academy.
- To strengthen the Academy's organisational capacity by contributing to its effective day-to-day management.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To collaborate as a member of the Academy Senior Leadership Team in order to build a shared vision of excellence and high standards for all students.

- To prepare and work with the Senior Leadership Team to lead the Academy towards sustaining an 'Outstanding' Ofsted grade.
- To develop a safe, secure and healthy environment through line management.
- Raising examination performance through the effective analysis and use of assessment data.
- Support with the monitoring of the effectiveness of teaching and learning within the Academy.
- To participate in regular Academy self-review and to strive for continuous improvement in all aspects of the Academy's work.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To participate in regular Academy self-review and to strive for continuous improvement in all aspects of the Academy's work.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.
- To support and participate in the work of the Aspirations Academies Trust.

Specific Duties

- To oversee the PSHCE and RSE programme across the school.
- To oversee, monitor, coordinate and evaluate the SEMH offer across the school.
- To ensure British Values are embedded, tracked and analysed throughout all aspects of academy life.
- To coordinate and lead the academy Academic Mentoring programme.
- To support students' welfare, by working closely with and by accessing support from a variety of outside agencies and internal staff including the SENDCO and the pastoral team.
- To take a leading role in improving the involvement of parents, carers and the community in the life of the school.
- To oversee and coordinate Student Voice and Student Leadership across the academy.
- Deliver high quality CPD to staff as required.
- Ensure that the needs and aspirations of each child is addressed through personalised learning and mentoring.
- Line manage key staff as directed.

Operational and Strategic duties:

- To supervise and lead staff to ensure the effective operation of the Academy.
- To ensure the data is used effectively at all levels.
- To work with Assistant Principals – Subject Co-ordinators and other members of staff with line management responsibilities to ensure the effective deployment of staff and physical resources.
- To oversee the implementation of Academy policies and procedures.

- To work with Assistant Principals to monitor the overall coherence and relevance of the Academy's contribution to the needs of students and to the aims, objectives and strategic plans of the Academy.
- To ensure that the work done in the Academy fully reflects the Aspirations Academies Trust distinctive ethos and mission.

Staff Development Responsibilities:

- To work with Subject Co-ordinators and other members of staff with line management responsibilities to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Review(s).
- To participate in the interview process for staff posts when required.
- To promote teamwork and to motivate staff to ensure effective working relationships.

High Standards Maintenance:

- To ensure the effective operation of review and monitoring systems.
- To support with the process of effective target setting within the Academy and to work towards their achievement.
- To contribute to the Academy's procedures for lesson observation and subject review.
- To work with Heads of School to monitor and evaluate the work of subject areas, in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
- To lead and monitor modification and improvement where required.

Managing Effective Communications:

- To ensure that all members of staff are familiar with the Academy's philosophy, vision, aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry and other relevant external bodies.
- To lead assemblies.

Student Support Duties:

- To monitor and support the overall progress and development of students within the Academy, by liaising with staff.
- To contribute to and implement the Academy policy on rewards and support.
- To ensure the Behaviour Management system is implemented in the Academy so that effective learning can take place.
- To monitor student behaviour at all times throughout the Academy and to work with duty staff to intervene as necessary.
- To maintain a high profile around the Academy, challenging low expectations.

Teaching Duties:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To contribute to the curriculum area and subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in the 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 a high quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
- 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, subject area and Academy procedures.

Other Duties:

- To undertake whole Academy duties as outlined in targets set for the Senior Leadership Team each year.
- Manage SLT detentions.
- 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.
- To adhere to the Academy's Dress Code.

Collegiate Responsibility

In addition to the specific responsibilities of this post, every member of staff at Park Academy West London will commit to:

- providing a courteous and efficient service to students at all times
- using their influence with other staff and students to promote high standards of behaviour and order within the Academy
- working to maintain the Academy at the forefront of educational practice

- fostering and sustaining a culture of enterprise and creativity in all aspects of the Academy's operation acting as a role model to students and to support the ethos of the Academy being responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or comes into contact with.
- Park Academy West London requires all its employees to hold an Enhanced Disclosure from the Disclosure and Barring Service (DBS) carrying out duties and responsibilities necessary for the smooth running of the Academy, as required by the Principal fulfilling the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document (STP Acts, 1987, 1991 and order 1994)
- As its policy of the recruitment of ex-offenders, Park Academy West London has adopted the general practice guidance published by the Chartered Institute of Personnel and Development on the employment of people with criminal records.

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.

Park Academy West London is committed to safeguarding and promoting the welfare of children. The successful candidate will be subject to an enhanced DBS check before taking up the post.

Assistant Principal, Park Academy West London

Person Specification

A – Assessed by Application / R – Assessed by the recruitment process

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent	A	
Qualified Teacher Status	A	
Commitment to NPQH	A	
Professional Experience		
Middle Leader or Senior Leadership experience in an Outstanding school or academy	AR	
Experience at middle leadership level or equivalent, for at least two years.	A	
Evidence of a very strong contribution to raising standards and achievement in your current school.	AR	
A proven track record of successful leadership and delivery of learning.	AR	
Evidence of collaborative and inspirational leadership skills.	AR	
Experience in the development and management of whole school assessment and target setting.	AR	
Experience in the analysis of performance data for the purposes of target setting and evaluation.	AR	
Experience of monitoring and improving the quality of teaching and learning.	AR	
Experience in the development and management of whole school raising achievement and intervention strategies, with proven impact.	AR	
Proven experience of developing good working relationships with all stakeholders.	AR	
Experience of curriculum development and timetable construction.	AR	
Experience of effective behavior management and a commitment to ensuring that student behavior is outstanding.	AR	

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Personal Aptitudes, Qualities and Skills		
Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, inspection findings and statutory requirements.	R	
Have a thorough understanding of curriculum development.	R	
Proven ability to plan strategically to delivery a school's vision, ethos, priorities and targets.	AR	
The ability to lead, influence and manage change.	AR	
High expectations and standards in relation to attitude, uniform, behavior, respect, productivity, attainment and achievement.	AR	
A high profile role model with a strong visible presence and a professional approach that demands excellence and earns the respect of the entire school and wider community.	AR	
Proven ability to create, build and retain effective staffing structures.		AR
Sufficient numeracy skills to interpret statistical data, and manage budgets.	R	
Excellent organizational skills.	AR	
Well-developed interpersonal and communication skills.	AR	
To be pro-active, innovative and versatile with a high level of drive, enthusiasm, resilience, reliability, integrity, and a sense of humour.	AR	
Raising Aspirations		
An understanding and drive to ensure that the Aspirations Academy continually strives to improve results and to work to ensure that each and every child achieves their potential.	R	
The ability to engender in each student self-worth, engagement in learning and sense of purpose.	R	
The ability to embed the three guiding Principles and 8 Conditions that make a difference into the culture of the Academy.	R	
Leading Learning and Teaching		
Evidence of being an outstanding classroom practitioner.	AR	
The ability to monitor and develop staff, evaluate performance, celebrate excellence and challenge poor performance.	AR	
Evidence of an understanding and desire to develop high levels of student engagement.	R	
Proven ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance.	AR	
An Aspirations Academy		
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.

Central to the philosophy of the curriculum delivered in our academies is that it should provide an authentic education for the world today. This requires the curriculum to allow for the development for the skills required for success in the world today, alongside the attainment of high level qualifications. Children in Aspirations Academies learn in a challenging, engaging and supportive environment.

Aspirations Academies share a common philosophy, with each Academy operating as an individual school, serving the local area and reflecting the leadership style of the Principal. However, Aspirations Academies have a distinctive approach to education and so there are a number of elements which are expected to feature in each academy:

There are three guiding principles, Self-worth, Engagement and Purpose. These are the basis of the Aspirations Trust. If people feel good about themselves they can achieve anything, if they are engaged in what they are doing and see a purpose then they will achieve their dreams.

There are nine core principles that are grouped within the three Guiding Principles and these are Opportunity, Employability, Talent Development, Challenge, Markers and Creators, Innovation and Enterprise, Global, High Expectations, With big dreams and hard work anything is possible. Our overall aim is to raise aspirations. Aspirations means to dream about the future while being inspired in the present to reach those dreams.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 2 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 guiding principles and the core principals central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 2-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of two 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 Student Surveys and student voice and leadership developments) and the active engagement of students in the process of CPD and staff professional learning.

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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.

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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.