



# ASPIRATIONS

World Business Centre 3, Heathrow Airport  
Newall Road, Hounslow, TW6 2TA

020 7360 4400

[info@aspirationsacademies.org](mailto:info@aspirationsacademies.org)

[aspirationsacademies.org](https://aspirationsacademies.org)



**Park** Academy West London  
an Aspirations Academy

**Teacher of ATL**  
**[Applied Transdisciplinary**  
**Learning]**  
**MPS/UPS**

**Summer /Autumn Term**  
**2023**



## Welcome to Park Academy West London

Thank you for your interest in the role of **Teacher of ATL** at Park Academy West London. We wish to add capacity to our talented team of teachers through appointing an excellent Teacher of ATL with a real passion for engaging children in learning coupled with an ambition to both hone their craft and contribute to developing ATL within 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.

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: [recruitment@park-aspirations.org](mailto:recruitment@park-aspirations.org)

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

**Perseverance   Aspiration   Respect   Kindness**

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### West London District

## Why is our Transdisciplinary learning model so ground breaking?

This learning model allows our students to learn in a unique way, focusing on finding solutions to real life problems, through utilising their knowledge from a range of subject disciplines. It equips our students with the skills and knowledge to help them thrive in our 21st-century world.

At the centre of the approach are the "driving questions". Examples are things like: "How can we, as local public health directors, prepare a response plan to the spread of the next infectious disease or public health concern?" Or "How can we, as global citizens, understand climate change in order to initiate eco-friendly practices at our academy?" These questions provide the purpose of learning for students and teachers, and they should be engaging for students, provoking and open-ended, with several possible answers or solutions. They immerse pupils in a problem that affects their current and future lives. In answering these, pupils are taught to apply key workplace traits, including interpersonal and communication skills.

Teachers overseeing ATL projects are given ring-fenced time to plan together and decide what the working week will comprise of. Teaching ATL has been likened to teaching at primary schools but at a higher level, and teachers have told us they like the freedom this gives them. Overall, teachers have told us ATL makes them more imaginative and confident.

ATL has also had an impact on the dynamic between teacher and pupil: the lessons create an environment of greater parity between pupils and teachers as they are both learning at the same time. Pupils taking the lessons are much more confident and engaged with their learning. ATL is driving the speaking and listening requirements of the national curriculum and is also developing vital soft skills, as students are learning the value of collaboration and teamwork.

## 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, regardless of their background, prior attainment or needs. Everything we do at Park 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.

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## 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.

## Active Engagement in Learning

Park Academy West London teachers provide engaging, challenging and relevant teaching and learning. Our Co-ordinators are a key group who exemplify the classroom excellence and nurturing pastoral care we expect from every teacher and academic mentor.

## Our Future Ambitions

Our goal is to raise the Aspirations of the young people with whom we work whilst equipping them with the skills to lead happy, healthy and fulfilling lives.

## Who are we looking for?

Applied Transdisciplinary Learning is thriving at Park Academy, where children enjoy making excellent progress due to the high calibre teaching across a strong collegiate team of teachers.

We are looking for an exceptional individual to play an important role in our unique and growing Academy. The successful candidate will be passionate about equipping students with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world.

The successful candidate will also be passionate about their own subject but also have the flexibility to teach and develop other subject knowledge and skills through the ATL assignments, as well as the 6 'Future Skills'.

This is a key role for the Academy, and we are looking for someone who is passionate about both their own development alongside profoundly wishing to make a difference.

### The successful candidate will:

- Have the courage to innovate, create and fail forward.
- Work side by side lovingly and in full support of the children who populate this place with their dreams, attempts and ideas.
- Think big, improvise and learn alongside students.
- Will want to join a flexible environment that breaks the traditional walls between school and the community outside the classroom.

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- Have a deep understanding of progressive, inquiry-based education and the experience of or a desire to teach in a setting that honours the competence and independence of children.
- Be a creative curriculum designer. Leveraging student interests, real world problems and professional tools/experts to design engaging interdisciplinary projects that drive student learning.
- Be committed to social justice and equity and see opportunities to leverage conversations about identity and actively seek to create equitable learning spaces.
- Comfortable with ambiguity and intellectually curious. Comfortable not always having or knowing the answers.
- A great collaborator with both students and adults. The successful candidate will enlist their problem solving and communication skills, sprinkling in their high EQ and fun personality, to build strong relationships. They will know the importance of leveraging divergent viewpoints for the improvement of our collective work, and hold their colleagues and students accountable, whilst being receptive and humble when others hold them accountable.
- A lifelong learner, having a growth mindset and pick up new ideas quickly and think critically. Intellectually curious and deeply committed to learning and growing.

**We want teachers who share our passion and vision and are excited by transdisciplinary, transformative education!**

## **The Transdisciplinary Area**

Our Transdisciplinary team has a number of very experienced teachers who are passionate about developing this innovative new area of the No Limits Curriculum. The successful candidate would be joining an extremely supportive, knowledgeable and committed team. The successful candidate should have the desire and ability to work with the team to raise achievement and maximise the progress of every student in their curriculum area.

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## What can we offer you?

With great students, an outstanding and supportive team of staff and an Academy in a well-connected location. Park offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

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## Job Description – Transdisciplinary Teacher

<b>Department:</b> Applied Transdisciplinary Learning	<b>Accountable to:</b> ATL Lead
MPS / UPS	<b>Employment Type:</b> Full time, paid

### Principal 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 Transdisciplinary classes at KS3

### 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.

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- 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 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 Park Academy West London.
- To undertake whole Academy duties
- 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

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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.

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## Person Specification – Transdisciplinary Teacher

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

Criteria	Assessed by
<b>Qualifications and Training</b>	
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
<b>Experience</b>	
At least one year of successful teaching experience with demonstrable impact on student progress.	AIR
<b>Professional Knowledge, Understanding &amp; Skills</b>	
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
<b>Personal and Interpersonal</b>	
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

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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

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## The Aspirations Academies Trust

The Aspirations Academies Trust (AAT) is 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 cases before an offer of appointment is confirmed.

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