

ASPIRE SCHOOLS

MATHEMATICS TEACHER CANDIDATE PACK

ECT/MPS/UPS WELCOME TO APPLY

We are looking for a versatile and dedicated Teacher of Maths for our Blueprint alternative provision school in Aylesbury . We work with permanently excluded children and those at risk of exclusion, with a focus on nurture and creativity.

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For more information, or to arrange a visit or informal conversation, please contact our HR Team on hr@aspireap.org.uk



ASPIRE

A VALUES-LED ACADEMY TRUST

Aspire provides an outstanding alternative educational provision and support for secondary age students. Students attend full or part-time and are referred to us by schools and the Local Authority.

Our focus is to support young people, together with their families and schools, to reach beyond their potential and enable them to flourish by developing positive behaviours, attitudes and aspirations.

We run a range of different types of provision across Buckinghamshire. We have three AP schools, which cater for permanently excluded students as well as those at risk of exclusion, on 12-week placements. We also have a nurture school, a hospital school and a medical needs and home tuition service, which provides education for children who cannot access their usual school for medical reasons.

To learn more about Aspire, and read our last Ofsted report, visit www.aspireap.org.uk

OUR AP SCHOOLS

BLUPRINT, AYLESBURY
CSEC, CHESHAM
THE WYCOMBE GRANGE, HIGH WYCOMBE
SHORTENILLS, CHALFONT ST GILES

We have four Alternative Provision sites across the county of Buckinghamshire.

Aylesbury and CSEC are purpose-built vocational education centres, with classrooms for Maths, English and the Humanities, as well as Art studios and Science labs, garages for Motor Vehicle studies, salons for Hair and Beauty, and a whole range more.

The Wycombe Grange is a smaller site in the old Mayor's House in High Wycombe. It is a beautiful listed building, with classic architecture and smaller rooms in which KS3-4 students study a non-vocational curriculum.

Shortenills is our SEMH nurture provision, set in ten acres of tranquil woodland.



BLUEPRINT

A PURPOSE-BUILT SECONDARY AP SCHOOL

Blueprint is our largest AP school, situated in Aylesbury. We take secondary students who have been permanently excluded, and offer placements to those who are at risk of exclusion. Increasingly, we are also finding ourselves supporting students with complex needs and EHCPs for SEMH, creating time for appropriate specialist settings to be found.

We offer a wide curriculum, including a core academic offer of English, Maths, Science, Art and Humanities GCSEs, and we also have a number of dedicated vocational spaces for Motor Vehicle Mechanics, Construction, Music, Cooking, and Hair and Beauty.



MATHEMATICS TEACHER

WHAT ARE WE LOOKING FOR?

We are looking for a candidate who can teach Mathematics to small groups of students who may not yet have discovered a love for the subject. We seek to employ teachers who believe that young people who have been excluded need to be in a nurturing and loving environment, to feel valued and cared for, and to have teachers who believe in them. We know this work is not always easy. You need to be calm in the face of challenging behaviour, to always see the best in a young person, and to find something to love in them, no matter what.

We have high expectations of our young people, in terms of their behaviour, social development, and academic achievement. We know that young people who have been excluded often have complex backgrounds, and/or a number of unmet special educational needs. When they receive the right support, they are capable of great things.

We offer Functional Skills and GCSE Mathematics as well as GCSE Statistics as an option. We are proud of our aspirational Maths curriculum, going far beyond what is studied in many AP Settings. Last year 92% of our students achieved GCSE Mathematics, compared to an AP national average of 77%. 100% of students who chose Statistics achieved the GCSE.

We are looking for someone who will help us raise standards even further, and who will love our students, and help them achieve extraordinary things.

MATHEMATICS TEACHER

PERSON SPECIFICATION

D indicates that this element is desirable, not essential.

Qualifications

- Good honours degree
- QTS or QTLS
- Qualifications that demonstrate a continuing interest in developing subject knowledge, pedagogy, or SEMH/SEND (D)

Experience

- Excellent classroom teacher
- Experience of working with students with learning, challenging, emotional or behavioural difficulties
- Experience working in mainstream and alternative settings (D)
- Experience of devising, developing and monitoring programmes or education and support to support the needs of young people (D)

Knowledge

- Excellent subject knowledge
- Knowledge of the National Curriculum and relevant exam syllabi
- Knowledge of current developments in the subject and subject-specific pedagogy
- Knowledge of research and best practice in education, pedagogy and support
- Knowledge of legislation relating to special educational needs (D)
- Knowledge of the barriers that young people in AP settings face, and research-based strategies to address those barriers (D)

Skills

- The ability to prioritise, plan and organise yourself and others
- The ability to establish trusting relationships with students, families and professionals
- The ability to communicate effectively both orally and in writing
- The ability to use student data to inform curriculum planning and student support strategies and intervention
- Confident user of ICT to enhance planning, teaching and learning, and management of student information
- The ability to manage challenging behaviour in a trauma-informed way, or a willingness to learn about this

Personal Qualities

- Confident and calm in difficult situations
- Loving and warm personality
- Creative, dynamic approach
- Ability to anticipate and solve challenges
- Ability to motivate, inspire and challenge others
- Interested in learning, developing own practice, and trying new things
- Committed to the ethos and values of Aspire

Other Factors

- A commitment to Equal Opportunities
- Driving Licence essential as is access to a vehicle

WHY WORK FOR ASPIRE?

OUR STAFF WELLBEING CHARTER

At Aspire, staff wellbeing is a high priority: we do our jobs most effectively when we are well and happy, and when we practise self-care. One of the responsibilities of our leaders is to build the culture and practical systems that support and protect staff wellbeing, as well as that of students.

We believe that staff wellbeing is most likely to be high when:

- young people are at the centre of every decision
- all voices are heard and valued
- we are determined to achieve genuine equity and commit to this journey
- we are all learning and we value and treasure this process
- we are valued as humans first, educators second
- we have the resources we need to do our jobs - and can ask for them if we do not
- we are consulted on the decisions which affect our working lives
- we are trusted to make important decisions
- we can talk openly about our struggles without fear of stigma
- we support in every direction
- we face daily challenges and take time at the end of the working day to resolve them, learn from them and move on
- we learn - together - from our daily challenges
- we follow-up and do what we say we will do
- we are honest about what we cannot control

WHAT DOES THIS LOOK LIKE IN PRACTICE?

A staff wellbeing representative at each of our schools. Someone who is responsible for organising staff wellbeing events and activities, and ensuring staff wellbeing is considered at all stages of school planning.

High quality CPD, from experts in their field. We know that wellbeing is highest when people feel that they have the skills to do their job well, and that the school is investing in them.

Leaders that are considerate of workload. When our leaders introduce new policies or processes, they first ask, what can we stop doing to generate the time for this?

A real commitment to flexible working. A large number of our teachers and senior leaders work part time. We have staff who work three or four days a week so that they can study for a Masters, pursue their career as a musician, or care for family.

A belief that working in education should not consume your whole life, and must be compatible with having a family. We know that being a parent, or having other caring responsibilities, is important, and takes time. We support staff who need this, and we do not value "presenteeism".

Email and communication policies that support flexible working. We allow and enable staff to work at times that suit them, and do not expect anything from anyone outside of school hours.

A MESSAGE FROM DEBRA RUTLEY, CEO

Debra Rutley has led Aspire since 2012, during which time it has been rated Outstanding by Ofsted four consecutive times. Debra is also a National Leader of Education.

At Aspire, our aim is to help all children learn to flourish. We do this through developing different types of alternative provision that truly meet the needs of vulnerable young people, who need extra support, care, or attention.

I am exceptionally proud of the education we provide for our young people. We give them access to a wide curriculum, taught by subject experts, in a range of subjects including academic GCSEs and vocational qualifications respected by the professions. We value art and creativity highly, as a way of helping young people learn about communication, self-expression, joy and discovery.

Aspire is a great place to work. It is a place where all staff are and feel valued, and where they can contribute to improving the life chances of disadvantaged young people.

We change lives. Our work matters. I hope you are interested in joining us.

Our Core Aims



To provide an outstanding educational experience and opportunities that lead to success for all



To enable students to make the right choices and do the right thing by making positive changes in their behaviours and attitudes



To develop skills that will enable students to make a positive contribution to all aspects of society

HOW TO APPLY

If you would like any more information, please contact our HR team on hr@aspirap.org.uk. We welcome visits to the school and informal conversations ahead of applications.

To apply for this role, please complete the Aspire application form and monitoring forms, and submit them to hr@aspireap.org.uk.