



ASPIRATIONS



**Harriers Banbury
Academy**
an Aspirations Academy

Class Teacher Application Pack





ASPIRATIONS

Welcome to Harriers Banbury Academy

We are a 'Good' 2-form entry primary school based in the heart of Banbury, Oxfordshire, with approximately 400 pupils aged 3-11 years old.

Our pupils have set our school's mission statement, 'Learning to Fly'. As a school, we give our children the tools, mindset and opportunities to have high aspirations, meet their goals...and fly!

Our drive for academic excellence goes hand in hand with a responsibility for our pupils' wellbeing. We aim to provide pupils with a drive and passion to achieve their best, now and in the future. We put our pupils' physical and mental wellbeing on a par with their academic performance. In order for our pupils to be successful, we support and guide them to become happy, healthy, resilient, motivated learners.

We have a broad and diverse curriculum that incorporates the national curriculum, our aspirations conditions, SMSC, mindfulness, healthy living and outdoor learning. Our curriculum must engage and enthuse our pupils about what they are learning. To achieve this, our lessons have purpose, real-life experiences, trips, visitors, a well resourced creative environment and (most importantly) fun! Our curriculum starts in Early Years by teaching our children the importance of community, respect, cooperation, problem solving and a love of learning. Ultimately we are preparing our pupils for a world of work in the 21st Century, therefore our curriculum develops through Key Stages 1 and 2 providing our pupils with skills for the workplace of the future.

We are looking for a committed, positive and skilled teacher to join and enhance our brilliant team of staff and help our children grow and, ultimately, fly.

We currently have one post available, to start September 2020:

- **Class Teacher** (Phase to be confirmed dependent on successful candidate, Permanent, Full-time, TMS)

See Job Description & Person Specification available below.

If you want to take your career to the next level, please apply to:

Alex Pearson, Executive Principal

Email: office@harriers-aspirations.org or call 01295 263067

Closing date: Fri 27th March 2020

Interviews: Thurs 2nd April 2020

To arrange a visit, please contact Amy Willson (Business Manager)

Email: awillson@harriers-aspirations.org or call 01295 263067

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



Harriers Banbury Academy
an Aspirations Academy



ASPIRATIONS

About the Aspirations Academies Trust

Who we are

Founded in 2011, the Aspirations Academies Trust is a successful sponsor of 15 academy schools in southern England. We educate over 8,500 young people from ages 2 to 18.

Our academies are located within three geographical regions, or districts: West London, South Coast (Bournemouth, Poole and Dorset) and South Central (Oxfordshire and Northamptonshire). We operate primary, junior, secondary and studio schools and one post-16 college.

We are also preparing to open all-through academies in partnership with Ian Livingstone OBE, a pioneer in the UK games industry and the Government's Creative Industries Champion.

What we do

We offer students of all ages the chance to achieve high-level qualifications alongside the development of skills required to succeed in a changing world.

How we do it

We have a proven two-part approach to school improvement. Our schools create the conditions for success and provide a relevant educational experience suited to the current age.

Creating the conditions for success

The bedrock of change is a positive, aspirational culture. The Aspirations Framework is central to the philosophy of the Aspirations Academies Trust.

We believe that three **Guiding Principles**, *Self-Worth*, *Purpose* and *Engagement*, must be in place if our students are to strive for and fulfil their academic, personal and social promise. These principles influence our students' educational experiences from the individual classroom to the whole school.



Harriers Banbury Academy
an Aspirations Academy



ASPIRATIONS

The Guiding Principles are lived through eight **conditions** that emphasise positive relationships, engaged learning and a sense of purpose. These are *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility* and *Confidence to Take Action*.

A curriculum for today

The 21st century work landscape is being shaped by novel forces. These include increasing lifespans that will change the nature of careers and learning, the rise of workplace automation, an ever-expanding number of sensors and processing power that make the world a programmable place, a new media ecology, the dominance of social technologies, and a globally-connected planet.

Each Aspirations academy's curriculum is individual and reflective of local student needs but shares the common principle of challenging and engaging learning. Discrete subject learning is combined with project-based learning, and transdisciplinary study.





Leadership and Development Opportunities

We offer training and development opportunities for all stages of your career. These opportunities are open to primary, secondary and post-16 teachers.

Enhance your teaching practice

Train to teach with us: Looking to become a qualified teacher? If you have a degree, [join us as a trainee teacher](#). Spend your training and school experiences at Aspirations academies. Some salaried routes are available and contributions to fees may be considered for the most promising candidates.

Teacher Accelerator programme: Move your teaching practice to Outstanding.

Coaching programme: Develop your coaching skills to improve the teaching practice of others.

IRIS: Use the IRIS in-ear coaching system to improve your practice in real time or train as an IRIS coach to support colleagues in your academy or District.

Teach across phases

Teach in a different phase of education. We have opportunities in many subject areas for primary-trained teachers to spend some time teaching in KS3 and for secondary-trained teachers to teach in KS2. This builds a greater appreciation for the seamless continuum of education, sharpens practice and creates learning opportunities.

Become a leader

Middle and Senior Leader Incubator programmes: Prepare for your next step as a Leader. Learn how to lead a whole-school priority, how to build and shape a cross-disciplined team, how to hold others to account successfully, and how to monitor, evaluate and improve performance against a whole-school priority.

Principal Incubator programme: Prepare for your first role as a Principal. Learn how to shape your vision, the culture of a school and the curriculum and staffing body of a school.





ASPIRATIONS

Tackle the practical problems real-life Principals face every day through real-life action stations. Learn the principles of school financial management and how to develop strong HR practices. Learn how to establish and to maintain the highest expectations and standards, and how to hold others to account for them.

Secondment opportunities: Principal Incubator delegates spend a week's secondment in another Aspirations academy. Senior Leader Incubator delegates can spend a secondment period in another academy to make a positive impact on an area of development for that academy. Secondments build experience in a different context and ensures that skills are transferable.

Expand your network

Trust-wide CPD days: Meet colleagues with whom you can share ideas and resources throughout the year. We plan Trust-wide and District-wide CPD days so that staff can come together to share expertise.

Year group and subject networks: Join a year group (primary) or a subject (secondary) network. Share best practice, plan together and assess together.

Joint moderation: Moderate quality and assessment judgements with colleagues in other academies.

Curriculum and Assessment Expert Groups: Join our Curriculum or Assessment Expert Groups and lead our 'next practice' in curriculum design and assessment practice across the Trust.

Deliver school-to-school support

The [Aspirations Teaching School Alliance](#) is led by Magna Academy Poole.

Become a Specialist Leader of Education (SLE): Train with us to become accredited as an SLE. Support other Aspirations academies or schools beyond the Trust in an improvement capacity in your subject area, phase area or other area of specialism.

Work as a Local Specialist Teacher (LST): Advise and support Aspirations colleagues in your specialist area as part of your SLE training programme.





Safer Recruitment Information

The Aspirations Academies Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, we 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

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 Services 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.

Shortlisting

Only those candidates meeting the selection criteria set out in the Person Specification will be taken forward from application.

Interview

Longlisted candidates will be subject to a screening interview. Those shortlisted will take part in a selection process that will normally involve interviews and practical tasks (e.g. for teaching posts, a lesson observation). Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from current and previous employers will be taken up for shortlisted candidates, and where necessary, employers may be contacted to gather further information.





Job Description

Title of Post:	Class Teacher
Banding:	TMS
Responsible to:	Principal and Leadership Team

Purpose of the job:

To carry out the professional duties of a teacher as set out in the relevant pages of the Academy Teacher's Pay and Conditions document; to promote and embed the Vision, Values and Mission of Harriers Banbury Academy and of the Aspirations Academy Trust.

Main Responsibilities

1. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
2. To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.

Main Accountabilities

To adhere to all academy and trust wide policies, including; Teaching & Learning, Behaviour, Marking, Assessment, SEN, Equality and Safeguarding.

To build and maintain co-operative, professional relationships with other staff, pupils, parents and all other stakeholders.

To keep-up-to-date with current educational thinking and practice both by study and by attendance at courses, workshops and meetings and to participate in national or local arrangements for appraisal of staff performance.

To take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of children, and supervising children in before and after school sessions or events.

To organise, supervise and, so far as practicable, teach any children whose teacher is absent.

To help ensure that subject-matter and learning resources reflect trust and academy policies on race and gender equality and that the implications of these policies are borne in mind in relation to all tasks and duties listed above.





ASPIRATIONS

Health & Safety

You have a responsibility under Health & Safety legislation to ensure that you:

- Take reasonable care for your own health & safety and that of others affected by what you do or do not do
- Co-operate on all issues involving health & safety
- Use work items provided for you correctly, in accordance with training and instruction given
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health & safety concerns to your manager as soon as practicable

Safeguarding

Harriers Banbury Academy and The Aspirations Academies Trust are committed to safeguarding children. All staff must be dedicated to ensuring the safety and well-being of children. The post-holder is responsible for ensuring that all child protection policies are adhered to, and any concerns are raised in accordance with these policies.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. The conditions of employment of teachers in the Academy Teachers' Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Principal.

General Expectations:

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Principal.

This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.





Person Specification

Class Teacher

	Essential Criteria	Desirable Criteria
Qualifications/ Vocational Training/ Competencies	<ul style="list-style-type: none"> Educated to Degree equivalent standard+ Holds Qualified Teacher Status 	<ul style="list-style-type: none"> Evidence of relevant CPD
Experience	<ul style="list-style-type: none"> Successful classroom practitioner or teaching placements 	
Knowledge and Understanding	<ul style="list-style-type: none"> Knowledge of the AAT Values and Conditions Knowledge of the Primary National Curriculum Knowledge and understanding of safeguarding procedures Knowledge of assessment systems and progress tracking methods 	<ul style="list-style-type: none"> An understanding of the importance of creativity across the curriculum Knowledge of how the curriculum can be extended Knowledge of intervention strategies and resources
Job Related Skills	<ul style="list-style-type: none"> High level communication skills Ability to prioritise Ability to plan and deliver high quality lessons, evaluate the impact of these and develop future planning accordingly Tailor teaching to meet the needs of all pupils Ability to accurately level work across core subjects To provide a stimulating, welcoming learning environment Evidence of good classroom management Ability to be proactive, use initiative, to show a creative approach when necessary 	
Equality Issues	<ul style="list-style-type: none"> Demonstrable commitment to inclusive teaching and learning 	
Personal Skills and Qualities	<ul style="list-style-type: none"> Commitment to high standards Co-operation Reliable Positive Committed Enthusiastic Flexible Creative Sense of humour 	<ul style="list-style-type: none"> Be ambitious about own career development Willingness to take a role in extra-curricular activities and events Willingness to work collaboratively across the district and trust