



# ASPIRE ACADEMY

An Alternative Provision Free School  
for children & young people aged 4-16

## RECRUITMENT PACK

**Secondary Teacher**  
**Humanities/PSHE**  
**Maths**

**Required for Summer 2017**  
**(or later for an exceptional candidate)**

**Salary MPS**  
**(UQTs & NQTs also welcome to apply)**

**Salary will include London Fringe Allowance.**

**Aspire Academy is committed to using National Terms and Conditions  
for teacher contracts.**

**Aspire Academy**  
**Commonside Road**  
**Harlow**  
**Essex**  
**CM18 7EZ**

**01279 444101**  
**[office@aspire-academy.org](mailto:office@aspire-academy.org)**

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Information to inform potential applicants is available on our website [www.aspire-academy.org](http://www.aspire-academy.org)

An application form can be downloaded from the TES on-line adverts, from our website or can be requested from Tracey Waterhouse, Principal's PA : [t.waterhouse@aspire-academy.org](mailto:t.waterhouse@aspire-academy.org)

For informal discussions or to arrange a visit to the site, please contact the Principal's PA, Tracey Waterhouse by email: [t.waterhouse@aspire-acaemy.org](mailto:t.waterhouse@aspire-acaemy.org) or telephone: 01279 444101

# ASPIRE ACADEMY

Dear Applicant

On behalf of Aspire Academy Trust, I would like to thank you for taking an interest in the position of Primary Teacher

In September 2014 we opened in Harlow a brand new non-denominational Alternative Provision Academy for children and young people aged 4-16 for whom mainstream provision is not proving successful. Two years later we are now seeking to appoint an additional primary teacher to join our growing team.

Our Trust and the wider community of schools and academy groups of the Harlow Education Consortium and Behaviour & Attendance Partnerships which sits behind and supports Aspire Academy are a team of committed professionals determined to ensure that the most vulnerable and needy children in our local area, regardless of their background and circumstances, receive an outstanding education. We are offering you, with support from this great team, the opportunity to become one of the lead professionals in this challenging and exciting venture.

This is an exceptional opportunity with its own unique challenges and is certainly not for the faint-hearted. However, the right candidate will be undaunted by this and will relish the prospect of further developing this Alternative Provision Academy.

The rewards will be huge; very few people get the opportunity in their career to be a key part of an organisation that has the potential to change the lives of the most vulnerable and needy children and help develop them into the effective citizens of tomorrow.

We are looking for ambitious, pioneering and forward-thinking individuals who are looking for an opportunity to change the paradigm. You will be a strong, charismatic and dynamic teacher capable of inspiring confidence in parents, pupils and the rest of the team.

I hope you will enjoy finding out more about this unique opportunity by reading through the rest of this pack. Please do also consult our website [www.aspire-academy.org](http://www.aspire-academy.org) for more detailed information about Aspire Academy.

Pre-application meetings/briefings are available on request to Tracey Waterhouse, Principal's PA, [t.waterhouse@aspire-academy.org](mailto:t.waterhouse@aspire-academy.org) Tel 01279 444101. Details of the application and selection process are attached.

Vic Goddard  
Chair of Governors  
Aspire Academy  
Email: [v.goddard@passmoresacademy.com](mailto:v.goddard@passmoresacademy.com)

# ASPIRE ACADEMY

## ALL TEACHING POSTS RECRUITMENT+ SELECTION PROCESS

1. You are asked to complete Aspire Academy's Application Form which can be downloaded from the TES on-line advert, from our website [www.aspire-academy.org](http://www.aspire-academy.org) or can be requested from Tracey Waterhouse, Principal's PA – [t.waterhouse@aspire-academy.org](mailto:t.waterhouse@aspire-academy.org)
2. You are asked to include as part of or separate from the Application Form, a Letter of Application which addresses the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter as brief and to the point as possible.
3. You are asked to return your Application Form & Letter of Application by email to Tracey Waterhouse, Principal's PA – [t.waterhouse@aspire-academy.org](mailto:t.waterhouse@aspire-academy.org) or hard copy to Tracey Waterhouse, Aspire Academy, Commons Road, Harlow, Essex, CM18 7EZ.

<b>TIMELINE FOR SELECTION/ASSESSMENT</b>	
1. Closing date for applications	5pm on Friday 9 <sup>th</sup> June 2017
2. Opportunity for requested informal briefings/visit to Aspire	Up to Thursday 9 <sup>th</sup> June 2017
3. Short listing takes place	Monday 12 <sup>th</sup> June 2017
4. Shortlisted candidates informed of next stage arrangements	Tuesday 13 <sup>th</sup> June 2017
5. Selection processes. It is envisaged these will include a number of tasks, including an observed teaching session and pupil assessment task, a data analysis exercise and formal interview.	Monday 19 <sup>th</sup> June 2017

## THE ASPIRE ACADEMY STORY & VISION

**“We need access to high quality, affordable and cost effective Alternative Provision and presently we do not have this”. This had been the message from the 38 schools comprising the Harlow Education Consortium Group for several years now. It was the same message given to us by Essex Local Education Authority. The proposal to open Aspire Academy in September 2014 arose directly in response to this need and at the same time has the ambition to become a beacon of excellence in effective Alternative Provision.**

On behalf of its 38 member schools and academies, the Harlow Education Consortium (HEC) Ltd had been trying to provide strands of good quality Alternative Provision for the last three years. This has been in the context of the Local Authority’s West Essex Children’s Support Service (Pupil Referral Unit as was) being in special measures since March 2012 and there being only otherwise some limited provision through private providers. Whilst HEC has had some success in setting up a small bespoke Primary off-site provision (catering for approximately 10 full time equivalent pupils at a time) and a larger scale Year 10 & 11 full time Alternative Education programme (catering for approximately 30 learners per year) provision remained patchy, inconsistent and of insufficiently high quality as well as lacking the capacity to meet the level of demand.

These are the reasons why HEC set up a new separate company limited by guarantee – HEC AP Ltd – to propose a brand new all-inclusive Alternative Provision under the Free School route. Having been granted pre-opening approval (one of only 19 Alternative Provision Free Schools granted in the that round) by the Secretary of State, we drove forward all the work required to successfully create and opened Aspire Academy at Commons Road in September 2014.

**Our Vision** is to provide the highest quality, most inclusive Alternative Provision which will stand as a beacon of excellence for all other alternative provision providers locally and nationally. It is a driving force for a significant step change improvement in the outcomes and life opportunities for the most vulnerable and needy children and young people in Harlow and across West Essex and a strategic vehicle for the co-ordination of a number of present separate strands of alternative provision into a coherent cost-effective, sustainable, rigorous and innovative tapestry of alternative education provision. Our vision encompasses all the recommendations in Charlie Taylor’s report “Improving Alternative Provision”.

We aim to provide ‘leading edge’ education which will evidence how it is possible to take the most vulnerable, challenging and apparently unsuccessful Children and Young People (CYP) in our area and transform their lives. In turn this will help support the wider Troubled Families and Families with Complex Needs agenda in our area, break inter-generational cycles of low skills and worklessness, reduce youth and adult crime and enhance community cohesion.

At the heart of our vision is a passion and belief that if we can equip such CYP with sufficient basic learning and personal and emotional skills (literacy, numeracy, social skills, perseverance, inner controls) then we will have built a foundation for future learning, access to level 1 and 2 qualifications, progression, employability and good citizenship.

**Our Mission** is that every child and young person attending ASPIRE Academy will receive a standard of education, have opportunities and attain outcomes which are at least as good as they could have received and attained in any outstanding and good mainstream school or academy, including at KS4 access to a full range of Level 2 qualifications

Unlike a number of present alternative education providers, our aim will always be to maximise the possibility of each CYP at KS1, 2 & 3 being able to return successfully to mainstream provision. To facilitate this, our curriculum design is explicitly planned to ensure that our pupils do not fall behind mainstream peers in the essentials of the National Curriculum whilst their behaviours and issues are being addressed.

The key outcome targets we are setting for ASPIRE Academy are:

- attendance at 95% plus
- attainment of high quality age appropriate Level 1 & 2 qualifications including GCSE
- zero NEET (Not in Employment, Education or Training) at 16 & 17 – assured high quality progression for all
- 80% success in reintegration into mainstream settings

These outcomes will build on and enhance the targets which our HEC schools and academies group already sets for itself and is already in part being delivered:

- Zero permanent exclusions
- Minimal repeat fixed term exclusions

## ASPIRE ACADEMY – General Information

Our website [www.aspire-academy.org](http://www.aspire-academy.org) contains information that will outline much of what we are about and how we intend to operate.

We open in September with 88fte learners (15fte primary, 73fte secondary) and aim for this to rise to 107fte by 2016. Our pupils have been referred to us from the local schools and academies as well as the Local Authority.

We offer medium and long-term placements on a full time basis with part-time hours used only as a step up for the pupil to full time provision.

The majority of the learners referred are ones who, for whatever reason, are not able to successfully engage with mainstream education. Some may be on the verge of permanent exclusions; some may be learners who the Local Authority classed as 'Hard to Place' (i.e. ones that can't get onto the roll of a mainstream school) and some will come with statements of special educational needs. All of them will have social, emotional and learning needs 'above the norm' and a number will have multiple and complex needs.

The purpose of Aspire Academy is simple. We want to ensure that all these children and young people develop the skills, abilities and self-esteem to allow them either to successfully return to a mainstream education setting or transition successfully onto whatever is the next appropriate stage in their life. We set great store on trying to ensure that all those who arrive with us not yet functionally literate and numerate will be so by the time they leave us.

To maximise the chances of successful re-integration back into mainstream or next stage transition, we will mirror as much of the standard mainstream curriculum as is appropriate for each learner, whilst at the same time addressing their wider personal, social and emotional needs. We use whatever teaching and learning 'vehicles' for development and learning make the most sense and have the greatest likelihood of achieving impact – significant use of ICT, of outdoor learning, of sport, of creative and expressive arts etc.

Every 'learner' undergoes a full assessment of their spectrum of needs at referral and prior to starting provision at Aspire Academy. Based upon this, an initial provision programme with short, medium and long term targets will be set.

Our intention is to provide a minimum of 25 hours a week of 'formal education' for every learner, whilst recognising that there will need to be some flexibility in this depending upon learner starting points and circumstances.

For primary and KS3 learners, the vast majority of provision will be on site: for KS4 learners this will vary according to needs and interests and we are likely to make significant use of appropriate off site provision through accredited 3<sup>rd</sup> party providers.

All learning takes place in small mixed age groups. For primary this equates to six learners to two staff and for secondary eight learners to two staff. Sometimes this varies as there are some learners who will require 1:1 tuition or small 'nurture' group type provision.

Physically the primary and secondary provisions at Aspire are separate – but we utilise opportunities to bring primary and secondary together when appropriate and helpful, and have developed a successful peer-mentoring programme with our older pupils.

We operate a fairly standard 'school length' day with Primary pupils in from 9.30-2.30 daily and Secondary pupils 9.00-3.00 daily. Our core times are between 8am and 4pm, and all staff

are expected to be on site during these hours in order to facilitate breakfast clubs, after school support and extra-curricular activities. We are a friendly staff who work well together in the best interests of our learners.

**Everything we do at Aspire centres around our Core Values. These are:**

**A**chievement

*(we celebrate the progress made towards our targets and gaining the qualifications and skills needed to be a useful citizen)*

**S**elf-Discipline

*(we learn and practise skills and techniques to help us manage our own behaviour in order to maximise our learning progress)*

**P**ride

*(we take pride in our uniform, appearance, equipment, efforts and achievement)*

**I**ndividuality

*(we respect the differences that make people individuals and treat all learners and adults with respect)*

**R**esponsibility

*(we take responsibility for our actions at all times, are honest and open, and ensure the trust in us is not abused)*

**E**ndeavour

*(we try our hardest every day, and when things get tough, we try even harder – we do not expect success to be given, but earned)*

# ASPIRE ACADEMY

## JOB DESCRIPTION Secondary Teacher

**Job title:** Secondary Teacher

**Salary range:** Main Scale (inc Fringe) with QTS – for UQTs – salary negotiable

**Responsible to:** The Principal of Aspire Academy /  
Vice Principal (Secondary)

### **Job purpose:**

- Undertake and be accountable for the progress of pupils both academically and behaviourally across the Secondary phase.
- Raise the standards of pupil attainment and achievement within the secondary curriculum and monitor and support learner progress.
- Be accountable for learner progress and outcomes.
- Create, develop and adapt engaging schemes of work and resources to accelerate pupil progress.
- Ensure the effective planning for and delivery of the secondary curriculum across the phase.
- Effectively guide and direct support staff within the classroom to maximise the benefit to the pupils.
- Develop and enhance the quality of the work / contribution of support staff.
- To actively monitor learner progress and institute appropriate intervention where necessary.
- To keep up to date with, and implement Academy policies and procedures.
- To work with other teaching colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of the individual learners and to the aims and objectives of Aspire Academy.
- Under the reasonable direction of the Principal and in line with the professional duties set out in the School Teachers Pay and Conditions Document, undertake other duties to enable Aspire Academy to meet its responsibilities and to realise its vision and targets.

### **Curriculum Provision**

- To liaise with the Principal and other Senior Leaders to ensure the delivery of an appropriate, comprehensive, high quality and cost effective subject programme which complements the School Development Plan, School Evaluation and the ethos of Aspire Academy.

### Curriculum Development

- To assist the Vice Principal (Secondary) in curriculum development for the subjects.
- To keep up to date with national developments in the subject and relevant teaching practice and methodology.
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels.

### Staffing

- To continue own personal development in accordance with the Academy's Performance Management cycle.
- To make appropriate arrangements to help cover when staff are absent.
- To promote teamwork within the subject and across the phase.
- To be responsible for the day-to-day management of staff allocated to the subject and act as a positive role model.
- To contribute to and participate in the Academy's CPD programme.

### Management Information

- To ensure the maintenance of accurate and up to date information concerning learner progress and outcomes.
- To make use of analysis and evaluation of learner data.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing the progress of actions taken.
- Produce reports on assessment data.
- Ensure the provision of relevant subject information to inform the Academy's system of frequent reporting to parents / carers, commissioners and others.

### Pastoral Responsibilities

- To undertake wider pastoral responsibilities as agreed with Principal and line manager.

### School Ethos

- To play a full part in the life of Aspire Academy to support its ethos and to encourage all learners and staff to follow this example.
- Actively promote the Academy's policies and principles at all times.
- Comply with the Academy's Safeguarding and Health and Safety Policy at all times.

***To model the behaviours of a leading professional at all times,  
especially under challenging circumstances***

# ASPIRE ACADEMY

## PERSON SPECIFICATION + ASSESSMENT CRITERIA

Criteria	Essential	Desirable	How Identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status (NQTs welcome)</li> <li>Unqualified Teacher with Degree willing to undertake teacher training</li> </ul>	<ul style="list-style-type: none"> <li>Additional relevant qualifications</li> <li>Further evidence of professional development</li> </ul>	Application Form
<b>Experience</b>	<ul style="list-style-type: none"> <li>For experienced teachers / subject leaders evidence of highly effective practice in one or more settings.</li> <li>For NQTs/UQTs evidence of highly successful teaching placements.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching across more than one Key Stage</li> <li>Experience in an AP setting</li> </ul>	Application Form Observed teaching Presentation Interview
<b>Professional Knowledge, Understanding and Skills</b>	<ul style="list-style-type: none"> <li>What constitutes quality and high standards in learning and teaching</li> <li>Inclusion and strategies for engaging all learners</li> <li>What constitutes appropriate and successful relationships with children</li> <li>Understanding of Safeguarding issues</li> <li>Achieving and sustaining high standards</li> <li>Effective organisational skills</li> <li>Ability to work well with colleagues, parents / carers and other professionals</li> </ul>	<ul style="list-style-type: none"> <li>Any of these in an AP setting</li> </ul>	Letter of application Observed teaching Interview
<b>Specific Knowledge, Understanding and Skills</b>	<ul style="list-style-type: none"> <li>Using a positive approach to promote learning and excellent behaviour</li> <li>Confident and competent user of ICT</li> <li>Creative approach to Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Any of these in an AP setting</li> </ul>	Application form Observed teaching Interview
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>Understanding of assessment for learning and curriculum planning and delivery issues.</li> </ul>	<ul style="list-style-type: none"> <li>How the curriculum / subject supports the ethos and values of the Academy.</li> </ul>	Letter of application Interview
<b>Professional Values</b>	<ul style="list-style-type: none"> <li>High expectations of everyone.</li> <li>Commitment to learning and teaching from first hand, practical learning experiences</li> <li>Willingness to use a variety of teaching strategies to engage all learners</li> </ul>	<ul style="list-style-type: none"> <li>Experience of involvement in enriched curriculum through 'after school' clubs, educational visits, offsite learning etc.</li> </ul>	Letter of application Interview

Criteria	Essential	Desirable	How Identified
	<ul style="list-style-type: none"> <li>• Commitment to the personal welfare and safeguarding of children and young people.</li> <li>• Reflective Practitioner</li> </ul>		
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to work cooperatively within a team</li> <li>• Display warmth, care and sensitivity in dealing with children and young people</li> <li>• Self-evaluate and adaptable to changing circumstances and new ideas</li> <li>• Able to enthuse and reflect upon experience</li> <li>• Willingness to be involved in the wider life of the Academy</li> <li>• Ability to work flexibly</li> <li>• Ability to prioritise and manage time well</li> <li>• Excellent interpersonal / communication skills</li> <li>• Good sense of humour and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Brings personal interests and enthusiasms to the Academy community</li> </ul>	<p>Letter of application Interview</p>

# ASPIRE ACADEMY

## RECRUITMENT AND SELECTION POLICY STATEMENT

1. The safe recruitment of staff in Aspire Academy is the first step in the effective safeguarding and promoting the welfare of our children. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the Academy to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. This Academy recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The Academy is committed to ensuring that the recruitment and selection of all who work within the Academy is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The academy will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.
3. The Academy will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
4. The Academy will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The Academy will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the academy.
5. The following pre-employment checks will be required:
  - receipt of at least two satisfactory references\*
  - verification of the candidate's identity
  - a satisfactory DBS check certificate
  - verification of the candidate's medical fitness
  - verification of qualifications
  - verification of professional status and where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

***NB It is illegal for anyone who is barred from working with children to apply for, or work in our academy in any voluntary or paid capacity.***

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The academy will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

6. The academy will keep and maintain a single central record of recruitment and vetting checks, in line with the statutory requirements.

7. The academy requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.
8. All posts within the Academy are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure and Barring Service DBS certificate.

The Academy is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The Academy's Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

This Academy is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of the Academy's Safer Recruitment Procedure is available from the Academy upon request.