



ISAAC NEWTON
ACADEMY

Head of Modern Foreign Languages

Candidate Brief
February 2012





Isaac Newton Academy
c/o ARK Schools,
65 Kingsway,
London, WC2B 6TD

February 2012

Dear colleague,

Thank you for your interest in the post of Head of Modern Foreign Languages (MFL) at Isaac Newton Academy, an ARK School. I'm delighted to have this opportunity to introduce myself, to give some details about our school and to describe the kind of Middle Leader we hope to appoint to the position.

Isaac Newton Academy will open in September 2012 in Ilford, East London, in brand new, purpose-built accommodation. The academy has been carefully designed with ARK's philosophy in mind and will have facilities and resources to support a rich and diverse 21st century curriculum. It will have an intake of 180 year 7 pupils each year. When full, in 2018, there will be 1,250 pupils (900 11 – 16 year olds and 350 sixth formers). The academy will benefit from joining a number of successful secondary schools in the diverse Redbridge community as well as being part of the ARK Schools network.

I feel both privileged and excited to have been appointed as Isaac Newton Academy's Principal. This is my third Headship but without doubt my most exciting leadership opportunity. The chance to create a new and outstanding school from scratch, designing the curriculum, policies and procedures, structuring the school day and year and appointing the staff, is a rare and golden one.

The post of Head of MFL at Isaac Newton Academy will be a key position. The academy recognises the central role that languages play in developing a range of skills, including knowledge of different cultures, as well as developing a solid academic understanding. Through engagement with high-quality curriculum and enrichment-related activities, we aim for students to become passionate and interested in languages, and to achieve excellent academic performance across different language subjects. The post-holder will be centrally and strategically involved in establishing the school's curriculum, structures and ethos and accountable for the attainment of all students in MFL.

First and foremost, I am looking for an individual who is committed to ARK's six pillars (see pages six and seven) and feels as passionately as I do about the school's vision (outlined in the prospectus found on the academy website). You will read that at Isaac Newton Academy we will have extremely high expectations of ourselves and of each and every student. It is important that the Head of MFL believes unswervingly that, regardless of background or prior attainment, every student entering the school has the potential to leave with a set of qualifications that will enable them to pursue their education at a top university. We are setting ourselves very ambitious goals, and the Head of MFL will play a central role in ensuring that Isaac Newton becomes a truly great school. The post-holder will require determination, resilience, optimism and creativity in order to shape opportunities and provide support and challenge for every student to achieve their target grades.

The successful applicant will be an outstanding teacher and a great leader. S/he will have a track record of supporting the students s/he teaches to make exceptional progress as well as giving his/her time to enrich the lives of the children in his/her school through leading extra-curricular activities and providing additional opportunities. S/he will possess emotional intelligence and have a track record of forming excellent relationships with students, staff, parents, governors and members of the community. S/he must possess qualities of reflectiveness and humility as well as a healthy sense of humour!

It is my vision that Isaac Newton Academy will be at the centre of the local community, with opportunities for the students' parents, siblings and neighbours to attend classes and benefit from the amazing facilities. I am looking to



appoint a Head of MFL who shares this desire to enrich the lives of residents of Ilford and make the school a true community school. S/he will be expected to set up, oversee and monitor a full programme of extra-curricular and enrichment opportunities, arrange regular events/activities/clubs, strive for full participation from students and encourage maximum involvement and support from members of the school's community and local residents.

And what you can expect from me as your Principal? I will be committed to providing you with the curriculum time and the resources necessary to support students of all abilities in making excellent progress in MFL and participating in MFL events and activities. I will prioritise the CPD needs of you and your team. I will ensure that you receive supportive and developmental line management and coaching. I will involve you in contributing to the strategic leadership and management of the academy as a member of the extended leadership team.

If what you have read about Isaac Newton Academy chimes with your personal educational philosophy, I very much hope that you will consider applying for the post. This is a challenging yet highly rewarding leadership opportunity.

To find out more, please visit www.isaacnewtonacademy.org.

To apply, please go to <https://application.arkschools.net/?r=vSpYmSY6>. Please complete your application by **midday on Monday 5th March 2012**.

For an informal, confidential conversation about the role, please contact Holly Harris on 0203 116 0894 or at holly.harris@arkonline.org.

Yours faithfully,

Rachel Macfarlane
Principal



About Isaac Newton Academy

The academy will be a non-selective, co-educational school, with six forms of entry. It will be based in new buildings between Ilford High Road and Green Lane in Ilford.

The London Borough of Redbridge forecasts a significant deficit in secondary school places over the coming years. The new academy will thus serve a critical, long term need for the community. Although the local area encompasses considerable economic disadvantage, its young people achieve some of the best results in London schools. ARK Schools have been chosen to sponsor the academy because of the success of our educational model and the alignment of our educational vision with the Redbridge context.

Small school model

ARK believes that a small school model encourages improved behaviour, attendance and academic achievement. Thus, Isaac Newton Academy will be divided into small schools within the overall academy.

Curriculum

The academy's curriculum will be built on a philosophy of academic achievement and depth before breadth. Teaching and learning will be intended to elevate, to the greatest extent possible, students' knowledge, skills and ambition to learn: thereby equipping them to succeed at university and beyond.

Specialisms: mathematics and music

All ARK academies have specialist status in mathematics, which underpins much that is essential to academic success. Mastering theory, logic and practical competence opens up professions from medicine and science to accounting, IT and many others. ARK invests in the resources to attract, train and retain the best maths teachers.

Isaac Newton Academy has an additional specialism in Music. Through the pursuit of excellence in music, pupils can develop leadership and collaborative learning skills. They gain performance experience, the opportunity to work with a wide range of professionals and have the opportunity to perform publically.

Sports

The academy will also have a keen focus on sports, allowing pupils to learn the virtues of practice, discipline, resilience, teamwork and competition; to develop a sense of pride in representing their school; and above all to appreciate the link between a healthy body and a vigorous mind.

About ARK Schools

ARK Schools runs a network of eleven academies in London, Portsmouth and Birmingham. ARK Schools was created in 2004 to work with the Department for Education and local authorities to create new schools offering exceptional opportunities to children in inner cities through the academies programme.

Our aim is to help close the achievement gap between children from disadvantaged and more affluent backgrounds. Our academies focus on raising attainment so that every pupil has a real choice of going on to higher education when they complete school. Our schools are non-selective, community schools for local children. They are non-denominational other than where they replace a school that previously had a religious affiliation. ARK's academies are generally situated in deprived urban areas – just under half of pupils at ARK secondary schools are on free school meals, compared to around 15% nationally.

The ARK Schools Network

ACADEMY	BOROUGH	OPENED	AGE	OFSTED	
				Predecessor school	Section 5 inspection
Burlington Danes	Hammersmith	2006	11-18	Special measures	Good
King Solomon	Westminster	2007	3-18	New school N/A	Outstanding
Walworth	Southwark	2007	11-18	Satisfactory	Good (with outstanding capacity to improve)
Globe	Southwark	2008	3-18	Special measures	Good (with outstanding capacity to improve)
Evelyn Grace	Lambeth	2008	11-18	New school N/A	Satisfactory
Ark	Brent	2008	3-18	New school N/A	Outstanding
Charter	Portsmouth	2009	11-18	Notice to improve	Good (monitoring visit)
St Alban's	Birmingham	2009	11-18	Good	Outstanding
ARK Atwood Primary	Westminster	2011	3 – 11	New school N/A	Pending
ARK Conway Primary	Hammersmith	2011	3 – 11	New school N/A	Pending
ARK Oval Primary	Croydon	2011	3 – 11	Special Measures	Pending

New schools: ARK will be opening a number of primary schools as academies in London and across the UK (with specific locations to be finalised). Furthermore, four secondary schools will also be opening in 2012, including Isaac Newton Academy in Redbridge, Essex and Bolingbroke Academy in Wandsworth, London.



Our Vision

Our vision is to create a group of outstanding schools that radically improve our pupils' life chances. We want every pupil at an ARK academy to do well enough by the age of 18 to go to university or pursue the career of their choice. To achieve this we prioritise six key principles across our schools:

1. HIGH EXPECTATIONS

We set exceptionally high expectations for all our pupils which we reinforce constantly as they go through school. We believe every child can realise their potential with the right teaching and support.

2. EXEMPLARY BEHAVIOUR

Our schools are characterised by a respectful and orderly environment, where teachers can focus on teaching and pupils on learning.

All our schools aim for uninterrupted teaching and learning to make exceptional achievement possible. We don't accept excuses and we don't make any either.

3. EXCELLENT TEACHING

Nothing is more important than excellent teaching, underpinned by high quality professional development. We make intelligent and appropriate use of data to improve teaching and the curriculum and to ensure that no child is left behind. We draw on evidence and experience of the best ways to achieve excellent outcomes for all children.

4. MORE TIME FOR LEARNING

Our longer school day provides more time to embed core subjects and to extend the curriculum through enrichment. Our curriculum is planned to provide pathways from any level at entry to high achievement at exit.

5. DEPTH BEFORE BREADTH

A strong command of English and mathematics is a vital foundation for the whole curriculum. We prioritise depth before breadth, so that all pupils secure firm foundations in these core subjects as early as possible.

6. SMALL SCHOOLS

ARK academies are organised as small schools so that every pupil knows and is known well by every teacher within their small school. Positive relationships between pupils reinforce a culture of excellent behaviour and commitment to learning.



Achievement to Date

Secondary results

- ARK Schools has secured a fifth year of improved GCSE performances across its academies. ARK's five academies with GCSE results achieved an average rise of 11 percentage points over last year.
- Since each school opened as an ARK academy the average annual increase in pupils achieving five GCSEs at A*-C including English and mathematics is also 11 percentage points.
- ARK academies are now outperforming national attainment in the key subjects of English and mathematics. In mathematics, 73% of ARK pupils achieve A*-Cs compared with 59% of pupils nationally. In English 69% of all ARK pupils now achieve A*-C grades, compared with 65% nationally.
- Overall 61% of our pupils achieved five good GCSEs with English and maths, ahead of the national level of attainment (58%, 2011).

% pupils passing 5 GCSEs A* - C (including English and Maths)	Opened	2009	2010	2011	Percentage point increase 2010 - 2011	Average annual percentage point increase since opening as ARK academy
Burlington Danes	2006	50	67	75	8	9
Walworth	2007	45	59	70	11	11
Globe	2008	35	42	45	3	6
St Alban's	2009	31*	50	67	17	19
Charter	2009	21*	24	39	15	9
Average across ARK Schools					11	11

*Denotes result for predecessor school

Primary results

- At King Solomon, Ark and Globe Academies key stage one pupils achieved results well above local and national averages in every subject in 2011. Despite starting from relatively low baselines, an average of 68% of pupils reached level 2a across their subjects, compared with 43% of pupils in primary schools nationally.
- In Globe Academy 93% of pupils achieved Level 4+ in English and maths - 10% above the national average.
- King Solomon Academy and Ark Academy are both rated as 'outstanding' by Ofsted.

Sixth form results

- More than two thirds of ARK's first Sixth Form cohort, at Burlington Danes Academy, secured places at their first choice university. Students are going to leading institutions including Warwick, Bristol and King's College London.



ARK Schools staff benefits

We are committed to recruiting, developing and supporting excellent staff within the network. Alongside our continued focus on professional development through the Summit, Hub Days and the Training Menu we also offer a variety of other benefits. These benefits have been chosen to help our employees develop professionally, plan their finances and look after their wellbeing.

MA bursary - ARK Schools offers teaching staff the opportunity to further their knowledge and understanding of education through a subsidised part-time MA at King's The MA bursary covers the majority of the circa £4,000 course fee, with teachers expected to contribute just £1000.

ARK Rewards – ARK Schools has a saving scheme for all employees. Employees can access up to £1,000 in savings a year from over 3,000 major retailers, receive up to 40% discounts at a wide variety of gyms and sign up for a cash rewards healthcare programme.

- **Discounts** – Save up to £1,000 a year through store discount cards, or cashback with online shopping.
- **GymFlex** – Save up to 40% at your local gym.
- **Healthcare** – This low cost plan gives you money back towards the cost of your optical bills, dental costs and consultations.

Interest Free Loans – ARK Schools offers employees up to £5,000 in interest free loans for season ticket or bicycle purchases.

Childcare Vouchers – All employees are eligible for tax free childcare vouchers as part of a salary sacrifice scheme.

International development opportunities – In spring 2011 the mathematics leads from across the network visited Singapore in order to examine and share best practice. There have also been on several other trips this year – the staff from King Solomon Academy visited the best charter schools in New York and the primary leaders from across the network also visited various charter schools in New Orleans.

Suggest a Candidate Scheme – ARK Schools rewards employees for nominating candidates who are successful in being offered (and accepting) a role in an ARK School.



Job Description: Head of Modern Foreign Languages

Reporting to:	The Principal/Vice Principal
Responsible for:	Teaching and operational staff within the subject area
Line Management of:	Staff within the subject area
Start date:	September 2012
Salary:	Highly competitive, depending on experience
Disclosure level:	Enhanced

This job description should be read in conjunction with the Isaac Newton Academy Vision and Expectations papers found on the final three pages of this brief.

The Role – key responsibilities

- To lead and manage the subject areas
- To be accountable for student progress and attainment levels within the subject areas
- To ensure that strategies are in place to maximise levels of attainment in languages for all students
- To develop and enhance the practice of other members of staff in the subject areas
- To contribute to the strategic leadership of the Academy, developing, implementing and evaluating systems, policies and procedures
- To actively promote the academy and liaise with outside agencies as necessary, representing the Academy or ARK as appropriate
- To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld
- To contribute to discussions and decisions at Extended Leadership Team meetings
- To communicate and liaise with staff, students, parents, governors and members of the local community as appropriate
- To be active in issues of staff and student welfare and support
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment
- To demonstrate a commitment to Equality of Opportunity for all members of the Academy's community

Curriculum and Assessment

- To design an engaging and challenging MFL curriculum that enables all students to enjoy the subject and achieve at the highest level, supported by detailed schemes of work which ensure consistency and coherence across MFL teaching
- To teach and model the delivery of outstanding lessons that motivate and inspire students, equipping them with the knowledge and skills needed to achieve at the highest levels
- To review and develop the curriculum, involving subject staff and students
- To keep up to date with national developments in the subject area at each key stage and teaching practice and pedagogy
- To liaise with partner schools, feeder schools, universities and HE institutions, sharing and gleaning best practice and using it to inform the practice of the subject team
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels and to disseminate this knowledge to staff
- To set, oversee and evaluate regular, relevant and diagnostic assessments for students ensuring that they are carried out consistently by all subject staff and standardised /moderated thoroughly
- To ensure that all student data is understood, interpreted and utilised by all subject staff to modify planning and personalise support



- To ensure that a comprehensive and rich programme of enrichment and extension activities and trips and visits are offered to and taken up by students
- To play an active role in MFL teacher networks, e.g. In Redbridge and at ARK
- To ensure that statutory requirements are met
- To ensure that all subject staff are marking, assessing and providing feedback in line with best practice and Academy policy at all times
- To be a teacher of reading (along with all Academy staff) and to promote and encourage reading through the MFL curriculum

Monitoring and Evaluation

- To monitor the effectiveness of teaching and learning within the subject area, through regular lesson observations, book looks and other data collection methods
- To ensure that all staff have short, medium and long term plans to deliver highly effective lessons and schemes of work
- To regularly and forensically review the attainment and progress of all students, groups and subgroups with subject staff and plan, implement and oversee support and interventions
- To produce reports as required on student attainment and progress
- To liaise with all appropriate personnel regarding support for student progress, including SENCO, LT and parents/carers
- To ensure that all Academy policies are implemented consistently by subject staff

Strategic Leadership

- To lead colleagues in the subject area in formulating aims, objectives and strategic plans for the team which support and complement those of the Academy
- To produce an annual Subject Improvement Plan and monitor and evaluate its delivery and impact
- To plan the deployment and development of staff expertise to achieve Subject Improvement Plan objectives

Staff Development

- To support the development and training of subject staff (teaching and operational), ensuring that their CPD needs are met
- To establish a structure for mentoring, coaching and line managing staff in the subject area, including NQTs and BTs as appropriate
- To act as Performance Manager for members of the subject area, carrying out PM reviews in line with the Academy's policy and setting challenging and appropriate targets
- To support other members of the team in discharging their PM duties and to monitor the effectiveness of PM arrangements within the subject team
- To participate in the recruitment process for members of the subject team
- To ensure effective induction of new staff in line with Academy procedures
- To promote teamwork and to motivate staff to ensure effective relations
- To be responsible for the deployment of staff and the day to day management of subject colleagues, acting as a positive role model
- To provide advice to colleagues on threshold progression, career development etc.
- To support and challenge team members, including in circumstances when they are underperforming
- To organise effective team meetings with relevant agendas centred on teaching and learning and raising attainment



Resources

- To effectively manage and deploy teaching and operational staff in the subject area
- To effectively manage the subject area's budget in order to progress agreed team and Academy priorities, maximise attainment and ensure value for money
- To effectively manage physical resources, stock and subject accommodation in order to maximise attainment levels and maintain an environment conducive to learning
- To ensure that risk assessments and health and safety checks are carried out in line with Academy policy

Other

- To undertake any other professional duties as set down in the ARK Schools pay and conditions of service document, and as directed by the Principal.



Head of MFL: Person Specification

Qualification criteria

- Qualified to at least degree level, in at least one modern foreign language
- Qualified to teach in the UK
- Qualified to work in the UK

Knowledge

- In-depth knowledge of MFL National Curriculum and KS4 GCSE specifications in at least one of these subjects
- Up to date knowledge of MFL curriculum developments

Experience

- Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socio-economic disadvantage
- Experience of delivering consistently outstanding lessons to students of all ages and abilities
- Experience of implementing behaviour management strategies consistently and effectively
- Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes
- Experience of having designed, implemented and evaluated effective, imaginative and stimulating Schemes of Work
- Experience of having contributed to policy formulation, implementation, evaluation and review

Skills, Behaviours and Qualities

- Vision aligned with ARK and the academy's high aspirations and high expectations of self and others
- An understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour in an urban school setting and commitment to relentlessly implementing these strategies
- The ability to create a united, committed and highly effective staff subject team
- A confident and forensic use of data to inform and diagnose weaknesses that need addressing and ability to effectively action plan to raise individuals' and cohorts' attainment
- An understanding of what outstanding teaching practice looks like and how to diagnose and implement effective strategies to raise learning standards
- A passion for all the MFL subjects
- An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence
- The ability to work in close harmony with all staff
- The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance
- The ability to develop the leadership skills of others as well as to learn from others
- The ability to enthuse and inspire others
- Excellent listening skills
- Strong interpersonal, written and oral communication skills
- Strong organisational and time-management skills and the ability to delegate appropriately
- Passion, resilience and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction



- A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision
- The ability to skilfully manage and maintain effective working relationships with parents, governors, community members and other stakeholders
- The ability to consistently deliver outstanding lessons
- A commitment to the safeguarding and welfare of all students
- The ability to develop positive relationships with all young people
- The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop
- Confidence and self-motivation
- The ability to work well under pressure
- The ability to be decisive
- High levels of honesty and integrity
- A sense of humour and desire to have fun

Other

- This post is subject to an enhanced Criminal Records Bureau disclosure.
- The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity.



Isaac Newton Academy Mission, Core Purpose, Vision, Ethos and Educational Philosophy

Our Mission and Core Purpose

At Isaac Newton Academy our core purpose (mission) is to equip students with the knowledge, learning power and character necessary for success at university and beyond.

Our Vision

We will:

- Set clear, ambitious goals, and rigorously monitor our progress in achieving them
- Offer a curriculum emphasising core academic subjects, while providing the facilities and the specialist staff to meet and stimulate a wider range of interests
- Employ an approach to teaching that instils knowledge, understanding and a desire to learn
- Ensure that all students, teachers, staff and parents commit fully to making Isaac Newton Academy a vibrant learning community.

Our Ethos

We strive to create a stimulating, challenging and rewarding environment in which to support learning, teaching, development and progress. We share a collective duty of care for resources, facilities and accommodation.

At Isaac Newton Academy everyone is a learner with needs and entitlements. We all have a responsibility to support everyone else in the school community with their learning and a role to play in encouraging ambition, hope and optimism in our fellow learners.

We model good learning habits and we discuss and reflect on our learning journeys. Everyone is expected to work hard and with a common sense of purpose and direction.

The ethos of Isaac Newton Academy is one of mutual respect and consideration. Interactions between members of staff, between students and between staff and students are based on trust and the highest regard for each other. The language we use and the way in which we communicate with each other reflect this. The authority of staff is acknowledged and respected.

The differing backgrounds, abilities, views and outlooks of members of the school community are honoured. The particular needs, talents, interests and contributions of students are nurtured and developed.

Our Educational Philosophy

‘Great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning.’
Carol Dweck.

At Isaac Newton Academy we believe that all students have the potential to achieve outstanding educational outcomes.

We know that the brain is like a muscle, in that its intelligence grows with exercise. Scientists are learning that people have more capacity for life-long learning and brain development than they ever thought. Although each person has a unique genetic endowment and start with different temperaments and aptitudes, we know that experience, training and effort are critically important. It is not always those who start out the smartest who end up the smartest. This has implications for how we teach and communicate with students (see Language For Learning Policy).

It is vital that the message that there is no such thing as fixed or “at capacity” intelligence is communicated to students. Carol Dweck, Professor of Psychology at Stanford University, has demonstrated that people’s beliefs about intelligence have a marked influence on how they go about learning. If they believe that intelligence is fixed (that people have a certain amount of ability which is incapable of expansion) this belief undermines their resilience, makes them more cautious and brittle learners (keen to hide deficiencies and play safe in their learning) and results in them being less likely to persevere (why try hard if their intelligence is fixed?). Conversely, if people believe they can get smarter, they are much more likely to work hard, show grit and determination, relish the struggle and accept failure as just part of the learning journey towards success.



At Isaac Newton Academy staff communicate to their students in everything that they do a message that says “I am going to teach you” not “I am going to judge your talent”. They also convey the message that “There are no shortcuts. I am not a miracle worker but I believe in you, you can do it and I will not give up on you. I am determined to work hard to support you in growing your intellect and I expect you to work hard to expand your brain”.

It is vital that these same messages are conveyed relentlessly to parents and carers and that parents/carers are educated in the use of growth mindset language with their children (see Parents and BLP Policy.)

Staff Expectations

To be totally aligned to the mission, core purpose, vision and ethos of the Academy.

Core Purpose

To demonstrate belief in the potential of all students to develop the skills and character necessary for a place at a top university and success in life.

To embrace shared accountability for the achievements of the students and the performance of the Academy. This will require hard work.

To uphold all school policies and follow all agreed procedures with consistency and care.

To maintain zero tolerance of any form of student behaviour that runs counter to the Academy’s stated aims and objectives: for example, disrespect, rudeness, bullying, dangerous/anti-social/loud behaviour, failure to bring basic equipment or complete independent learning tasks, possession of banned items, lateness.

Behaviour

To maintain the highest standards of honesty and integrity at all times.

To provide excellent role modelling for students at all times. To demonstrate the characteristics and learning dispositions encompassed in the INA Bridges model.

To take responsibility for developing students’ emotional wellbeing as well as nurturing their academic potential: never behaving in a derogatory, intimidatory, abusive or sarcastic manner towards any member of the school community.

To behave courteously, respectfully and professionally at all times, maintaining appropriate boundaries with students and parents/carers (see Language for Learning Policy).

Not to engage in any behaviour in or out of school which could bring the Academy into disrepute. This has implications for use of social networking sites, engagement in additional employment and recreational behaviour.

Not to reveal any confidential information to which they have access to anyone except colleagues who need to be in possession of the details.

To ensure that Isaac Newton Academy is a non-smoking, gum-free and litter-free zone, and that there is no eating or drinking in corridors or learning areas.

Dress

To dress professionally: jacket and tie for male staff, formal/business dress for female staff, no jeans, flip flops, trainers (except when teaching PE), revealing clothes etc. Body piercing should be limited to an earring in each ear. Any tattoos should be hidden from view.

Commitment and involvement

To be on site for 8.10am and attend staff briefing every day at 8.15am. To maintain excellent attendance. To be on time for all lessons, ready to welcome students as they arrive, and to finish lessons punctually so that students will not be delayed for their next class. To be punctual for all meetings and school events.

To get to know the Academy’s students and to take an interest in their lives beyond school through regular informal dialogue around school and when on duty, joining them for lunch in the school dining hall regularly and accompanying them on school trips and visits.

To attend key whole-school events in the annual school calendar, such as open evenings and awards ceremonies.

To attend school assembly each week.

To deliver or contribute to at least one extra-curricular or enrichment session for students each week during term time.



Routines

To be welcoming towards parents and carers, encouraging communication and partnership, returning calls/emails as soon as possible - ideally on the same day and certainly within 24 hours on school days.

To sign out if leaving the site during the school day.

Not to take academy property off site without authorisation.

To read staff notices at the start of every day and pass on student notices to students as required.

Personal Development

To engage in all whole-staff CPD as well as personal CPD activities.

To engage openly and positively in the academy's Performance Management procedures.

To operate an open-door policy, welcoming regular observation of and feedback on their practice.

To admit when they make mistakes, to be open to constructive feedback and to reflect on how their personal practice could be improved.

Staff of Isaac Newton Academy should recognise that failure to meet appropriate standards of behaviour and conduct may result in disciplinary action, including dismissal, in accordance with ARK policy.



Learning Dispositions and Characteristics developed through outstanding Teaching and Learning and a creative curriculum at Isaac Newton Academy

“We build too many walls and not enough bridges.” Isaac Newton

CHARACTERISTIC	SHOWN THROUGH
BRAVERY	courage, creativity, leadership, experimentation, risk-taking, optimism
RESOURCEFULNESS	remembering, making connections, transferring, gathering, recycling, scavenging, questioning, reasoning, imagining, imitating
INTEGRITY	fairness, humanity, justice, citizenship, honesty, humility
DISCOVERY	curiosity, open-mindedness, enthusiasm, energy, noticing
GRIT	patience, persistence, resilience, determination, managing distractions, perseverance, concentration
EMOTIONAL INTELLIGENCE	listening, empathy, collaboration, sociability, reflectiveness, imagining, understanding, openness
SELF-DISCIPLINE	organisation, hard-work, patience, absorption, practicing, focus, prioritising, planning, prudence, revising, self-regulation, independence, motivation



ARK Schools, Safe Recruitment Procedure

ARK 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 (CRB). 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 right criteria will be taken forward from application.

Interview

1. Longlisted candidates will be subject to a screening interview at ARK. Those shortlisted will take part in an in-depth interview process including a lesson observation.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

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

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.