



Candidate information brief

Dear colleague,

Thank you for your interest in the post of **Lead Teacher of Computing** at Isaac Newton Academy, an Ark school. We are delighted to have this opportunity to introduce ourselves, to give some details about our school and to describe the kind of candidate we hope to appoint to this position.

Isaac Newton Academy opened 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 has facilities and resources to support a rich and diverse 21st century curriculum. It will have an intake of 180 year 7 students each year. When full, in 2018, the secondary school will be 1,250 students (900 11 – 16 year olds and 350 sixth formers).

In September 2014 the primary phase of the Academy opened to 90 reception-aged pupils. This too will grow year on year, until full in 2020. The Academy benefits from joining a number of successful secondary schools in the diverse Redbridge community as well as being part of the Ark network.

I feel both privileged and excited to have been appointed as Isaac Newton Academy's Principal. 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 Lead Teacher of Computing is an exciting post at Isaac Newton Academy and the post holder will be a key member of staff. Computing has been introduced as a discrete subject for the first time in 2016/17. The post holder will lead on embedding and extending Computing into the KS3 curriculum, as well as teaching and further developing this popular subject at GCSE. We are also keen to introduce A level Computing for September 2017. The Lead Teacher of Computing will have responsibility for the improvement and delivery of Computing at KS3, 4 and 5, as well as raising the profile of Computing across the Academy. This is an exciting opportunity to shape and grow a new subject area.

First and foremost, I am looking for an individual who is committed to Ark's six pillars (see later) and feels as passionately as we do about the school's vision (outlined in the prospectus found on the Academy website). You will read that at Isaac Newton Academy we have extremely high expectations of ourselves and of each and every pupil. It is important that the post holder 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 Lead Teacher of Computing will play a central role in ensuring that Isaac Newton becomes a truly great school. He/she will require determination, resilience, optimism and creativity in order to ensure that effective and efficient systems are in place to support every student to achieve their target grades.

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 Lead Teacher of Computing who shares this desire to enrich the lives of residents of Ilford and make the school a true community school.

And what you can expect from us? We will be committed to providing you with the environment, support and resources necessary to carry out your role to an outstanding level. We will prioritise your professional development needs. We will ensure that you receive supportive and developmental line management and coaching.

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 key role in the Academy and a challenging yet highly rewarding opportunity.

If you would like to discuss the role, please contact Gina Webb, HR Officer, on 020 8911 6656 or g.webb@isaacnewtonacademy.org.

To apply please go to: <http://www.isaacnewtonacademy.org/vacancies>. Please complete your application by **10pm on Sunday 21st May 2017**. If you have any technical issues with the application form please contact the recruitment team on 0203 116 6345 or recruitment@arkonline.org.

I look forward to receiving your application.



Rachel Macfarlane
Principal

Job Description: Lead Teacher of Computing

Reports to:	Assistant Principal
Start date:	September 2017
Salary:	Negotiable, depending on experience
Disclosure Level:	Enhanced

The Role

To lead the Computing curriculum and teaching team at KS3, KS4 and KS5.

To deliver outstanding teaching, to ensure effective student learning in the subject and to achieve excellent results for the students.

To be a role-model and impact positively on the academy more widely.

Key Responsibilities

- To lead and manage the subject area
- To be accountable for student progress and attainment levels within the subject area
- To ensure that strategies are in place to maximise levels of attainment in Computing for all students
- To develop and enhance the practice of other members of staff in the subject area
- 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 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 Computing curriculum that enables all students to enjoy the subject and achieve at the highest level, supported by detailed schemes of learning which ensure consistency and coherence across Computing 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 Computing 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 Computing 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, SLT 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 PD reviews in line with the Academy's policy and setting challenging and appropriate targets
- To support other members of the team in discharging their PD duties and to monitor the effectiveness of PD 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 pay and conditions of service document, and as directed by the Principal.
- To be a form tutor and deliver tutorial, BRIDGES and PSHE sessions to the form group
- To undertake the main professional duties of a teacher as set out in the Ark pay and conditions of service document
- To meet the expectations of all INA staff as laid out in the Staff Expectations Policy
- To uphold all Academy policies with consistency and diligence.

Person Specification: Lead Teacher of Computing

Qualification criteria

- Qualified to degree level (a degree in Computer Science or equivalent would be advantageous but is not essential)
- Qualified to teach (and work) in the UK
- Skilled to teach Computing at KS3, KS4 & 5.

Knowledge

- In-depth knowledge of KS3 Computing NC, KS4 Computing GCSE and KS5 A level specifications.

Experience

- Experience of teaching Computing, and problem solving and explaining difficult and abstract concepts
- Experience of programming and debugging
- 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 Learning
- 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 the subject
- 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

The Principal

Before setting up Isaac Newton Academy, Rachel Macfarlane was Headteacher of Walthamstow School for Girls, an outstanding school in Waltham Forest, for seven years. She has been a National Leader of Education and is a fellow of the Institute of Education.

"[Our goal] is to ensure that everyone associated with Isaac Newton Academy - students, parents and carers - has a growth mindset...that they believe everyone has the potential to grow their brain and become great at just about anything. The staff already all believe this!"

- Rachel Macfarlane, Principal



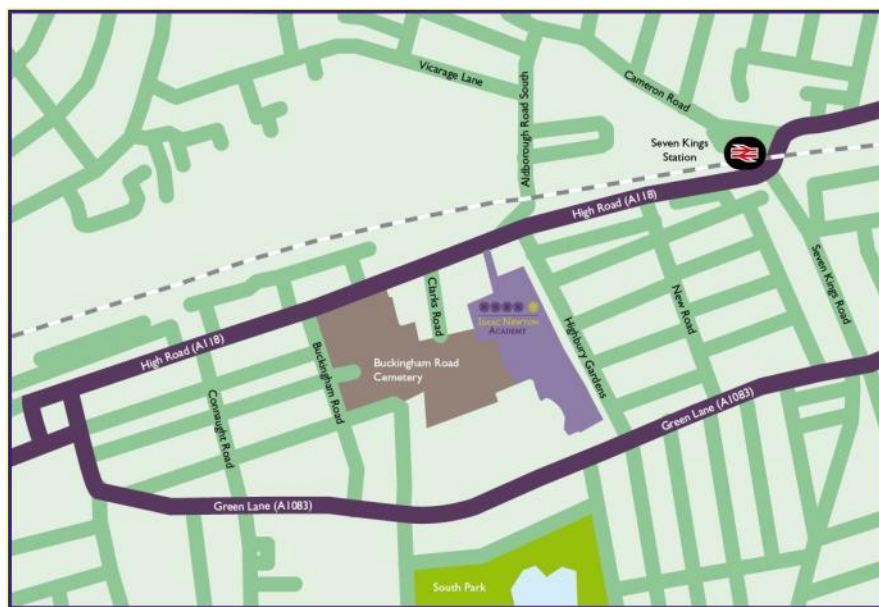
About Isaac Newton Academy

The Academy is a non-selective, co-educational school, with six forms of entry at secondary stage. It is based in new buildings between Ilford High Road and Green Lane in Ilford. The school's learning community is based upon the core values of mutual respect, personal discipline, and an unwavering commitment on the part of all community members to do whatever it takes to excel. The first cohort of Year 7 pupils arrived in September 2012 and the

academy will continue to grow, year on year, including its primary phase, which opened in September 2014.

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.

Aims, Vision and Values

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:

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



Isaac Newton Academy Educational Philosophy

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

**Carol Dweck, Professor of Psychology at
Stanford University**

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 starts 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.

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”.

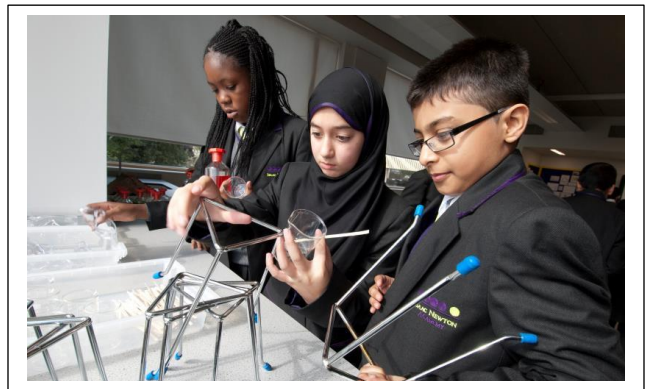
It is vital that these same messages are conveyed relentlessly to parents and carers and that parents/carers are educated in the use of growth mindset language with their children.

Inspiring Excellence: Our Curriculum

The academy's curriculum is built on a philosophy of academic achievement and depth before breadth. Teaching and learning are intended to develop students' knowledge, skills and ambition to learn, thereby equipping them to succeed at university and beyond.

Our Secondary curriculum:

- **Literacy:** Every teacher at Isaac Newton Academy is a teacher of reading. Students have a reading lesson each week and are encouraged to read for pleasure
- **Specialisms:**
 - **Mathematics** - All Ark schools have specialist status in maths, 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
 - **Music** – At Isaac Newton Academy students study music for two hours per week and every student is given an instrument at the beginning of year 7 so they can learn to play and perform as part of a class Big Band.
- **Extra-Curricular Opportunities:** Along with the extended school day at Isaac Newton Academy, there are also extra-curricular activities available to all students after school. Examples of clubs include: Latin, trampolining, newspaper, film, judo and healthy food club
- **Sports:** The Academy also has a keen focus on sports, allowing students 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.



Our Primary Curriculum

The Ark primary heads and teachers work closely together continually to develop and improve the Ark approach to primary teaching, learning and social and emotional development.

Early years

We have developed a specific Early Years curriculum which combines the development of personal, social and emotional skills, opportunities for child initiated learning and a broad curriculum with daily mathematics and literacy sessions.

Key stages 1 and 2

At key stage 1 and 2, pupils study a broad curriculum including history, geography, art, DT, RE, PE, PSHE, Philosophy for Children and a MFL (KS2 only). The subject content is based around carefully planned themes which vary from academy to academy. Children receive at least ten hours teaching a week in all the aspects of English and five hours a week in mathematics (depth before breadth).

Mathematics

In mathematics we follow the Mathematics Mastery programme which we were instrumental in developing. This is a mathematics curriculum which ensures all pupils gain mastery of mathematical concepts, ensuring they become competent and confident mathematicians.

English

In English all schools start with the Read Write Inc. phonics programme and move on to grammar and spelling lessons. The daily English lesson is based on good quality children's books and/or the current theme being studied.



OFSTED Inspection

In June 2014 Isaac Newton Academy had its first full OFSTED inspection and was judged to be outstanding in all categories.

Some of the comments made by the inspectors were:

"The achievement of students is outstanding."

"Teaching is consistently strong. The majority of teaching is outstanding. Teachers know their students very well. They ensure that all students' needs are fully met."

"Students are very proud to be part of the academy. They have a passion for learning. There is an exceptionally positive environment. The behaviour of students is outstanding. The

students show exceptionally high levels of concentration and all focus on the tasks and activities, without exception.”

Facilities

The Academy has been built as part of the Building Schools for the Future programme, procured in partnership with Redbridge Council. The specially designed buildings provide a stimulating, inspiring, inclusive and ordered learning environment with excellent facilities in all curriculum areas. These include:

Secondary

- Top quality science laboratories
- A full size sports hall with an activities studio and Multi Use Games Area
- A suite of music and drama recital, performance and practice rooms
- State-of-the-art technology, food, art and textiles workshops
- Staff parking.

In September 2014, Isaac Newton Academy opened its primary phase with 90 Reception pupils, creating an all-through school for pupils from the ages of 4-18. The new building is situated on the site of the Ilford Swimming Baths next to the existing school. The primary school pupils also have access to the range of facilities offered by the secondary school.

Primary

- Brand new purpose built school
- A rooftop Multi Use Games Area
- Cooking/Science room facility
- Music Room
- Library
- Staff parking.

BRIDGES at Isaac Newton Academy

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

About Ark Schools

Ark is an education charity set up in 2004 to create a network of high achieving, non-selective, inner city schools where all pupils, regardless of their background or prior attainment, achieve highly enough by age 18 to have real choices: to go on to university or the career of their choice. Ark has no faith affiliations.

Ark runs a network of 34 schools in the UK, in Birmingham, Hastings, London and Portsmouth. All the Ark schools are situated in areas of high deprivation or educational need and each has its own distinctive character, reflecting its local community.

Ark also recently opened its first school outside of the UK, Ark Lajpat Nagar III, a primary school in Delhi, India.

Track record

Ark is one of the top performing academy operators in the country. Ark schools are twice as likely to be rated outstanding:

- 40% of Ark schools are rated as Outstanding by Ofsted, twice the national average (20%).
- 83% of Ark schools are Good or Outstanding, slightly above the national average (81%).

Our students outperform national GCSE attainment in both English and Mathematics and in the percentage of students who make three levels of progress between key stage 2 and 4 in these subjects.

Secondary

We remain one of the country's top performing academy networks at GCSE and A levels. Students at Ark schools are twice as likely to get five good GCSEs if they start secondary school behind expected levels.

Over half of our pupils at GCSE were eligible for the pupil premium, compared to a national average of just 26%. Ark students are 40% more likely to start secondary school behind expected levels, twice as many have special educational needs, and nearly three times as many speak English as an additional language than the national average.

In many other schools, these pupils wouldn't succeed. But at one of our schools they are more likely to get the results that give them real choices in future.

GCSEs

This year (2014/15) our schools continued to post strong GCSE results. Across the network, 54% of students got at least 5 good GCSEs including English and Maths – above the most recent national average of 53%. 23% of students achieved the very top grades and were awarded at least 5 A*-B grades.

Encouragingly, we have seen a strong showing on some of the newer performance measures:

- In Attainment 8 (which measures students' average achievement across eight subjects) we scored 4.8 (around a 'C' grade) – above last year's Ark average and above the national average.
- On Progress 8 results (which measures students' progress across eight subjects) we scored +0.2, demonstrating our added value - above last year's national average.
- The number of students attaining the EBacc (a basket of at least 5 academic subjects) improved by 2 percentage points this year, up to 25%, just above last year's national average (23%).

There were some great successes, in particular:

- King Solomon Academy got 95% in the headline measure, improving even on their brilliant 93% last year, which will likely make them one of the best non-selective schools in the country. Additionally, an impressive 72% of students at the school achieved at least five A*-Bs at GCSE.
- Both our Hastings secondary schools Ark William Parker Academy and Ark Helenswood Academy posted improved scores.
- In Birmingham, Ark St Alban's Academy matched last year's strong A*-C measure, with students getting A*-B increasing by 11 points. Ark Kings Academy saw a five point improvement, the best results on that site.

The table below shows the proportion of pupils passing five GCSEs at A*-C including English and Mathematics in 2014.

School	Year opened	Previous school (%)	2014 (%)	2015 (%)	Change 5 ACEM from previous school (pp)
Ark Academy	2008	-	-	64	-
Ark Burlington Danes Academy	2006	31	79	59	+28
Charter Academy	2009	21	83	73	+52
Evelyn Grace Academy	2008	-	52	43	-
Ark Globe Academy	2008	26	55	51	+25
Helenswood Academy	2013	56	51	62	+6
Ark Kings Academy	2012	41	46	51	+10
King Solomon Academy	2007	-	93	95	-
Ark Putney Academy	2012	62	62	56	-6
St Albans Academy	2009	31	65	65	+34
Walworth Academy	2007	27	56	48	+21
Ark William Parker Academy	2013	38	44	50	+12
Ark average*			57	54	

*excluding Ark Academy as a new school with no 2013 results

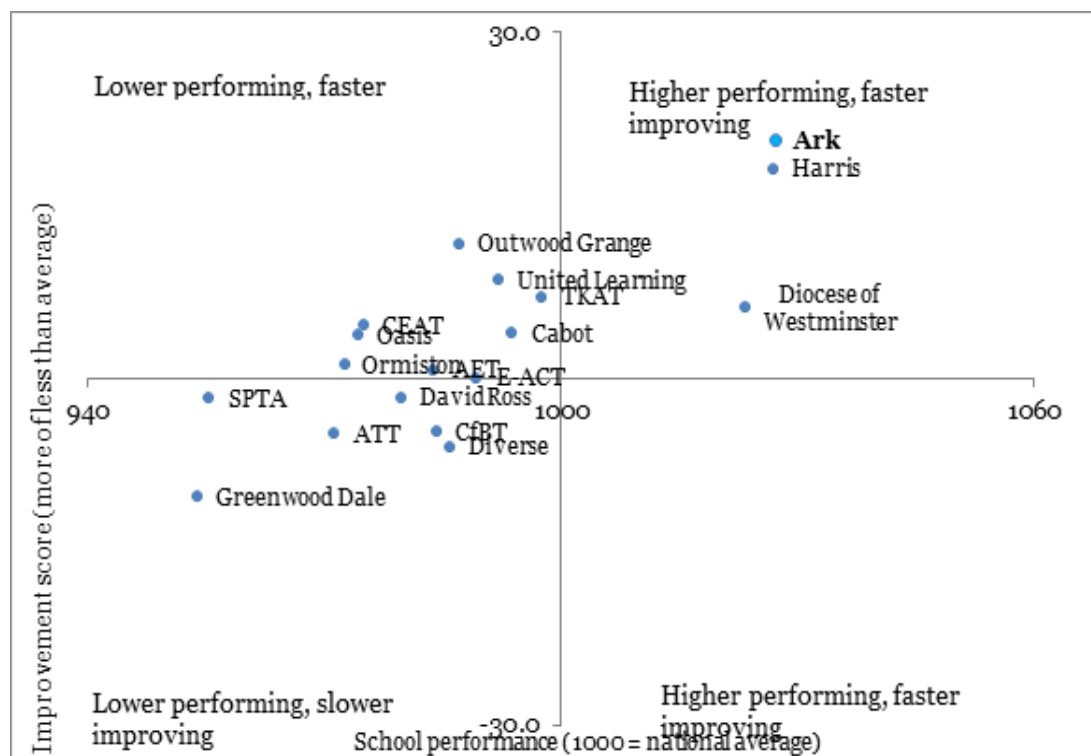
A levels

Our aim is that by leaving school our students are able to go to a good university or pursue their career of choice, through a work placement or higher apprenticeship. Last year, 70% of our year 13 school leavers went to university and 13% went to a Russell Group institution.

- Across the network, the percentage of top grades increased in three separate measures: the proportion getting at least three A grades, the number of A*-B grades and the number of A*-C grades.
- The average UCAS point levels were up slightly by seven points, closing in on a 300 point average.
- The proportion of students at Ark Putney Academy getting the very top grades – three A*-Bs at A levels – increased 12 percentage points.
- Ark St Alban's had a strong first year, with 56% of students getting 3 or more A levels at grades A*-C.
- 77% of students at Ark Burlington Danes Academy secured at least three A*-C grades at A level, with students off to top universities including Oxford and Harvard.

Ark top of secondary leave table

In 2015, ARK was rated as the highest performing large multi-academy trust for value added, which measures how much progress students make between primary school and their GCSEs.



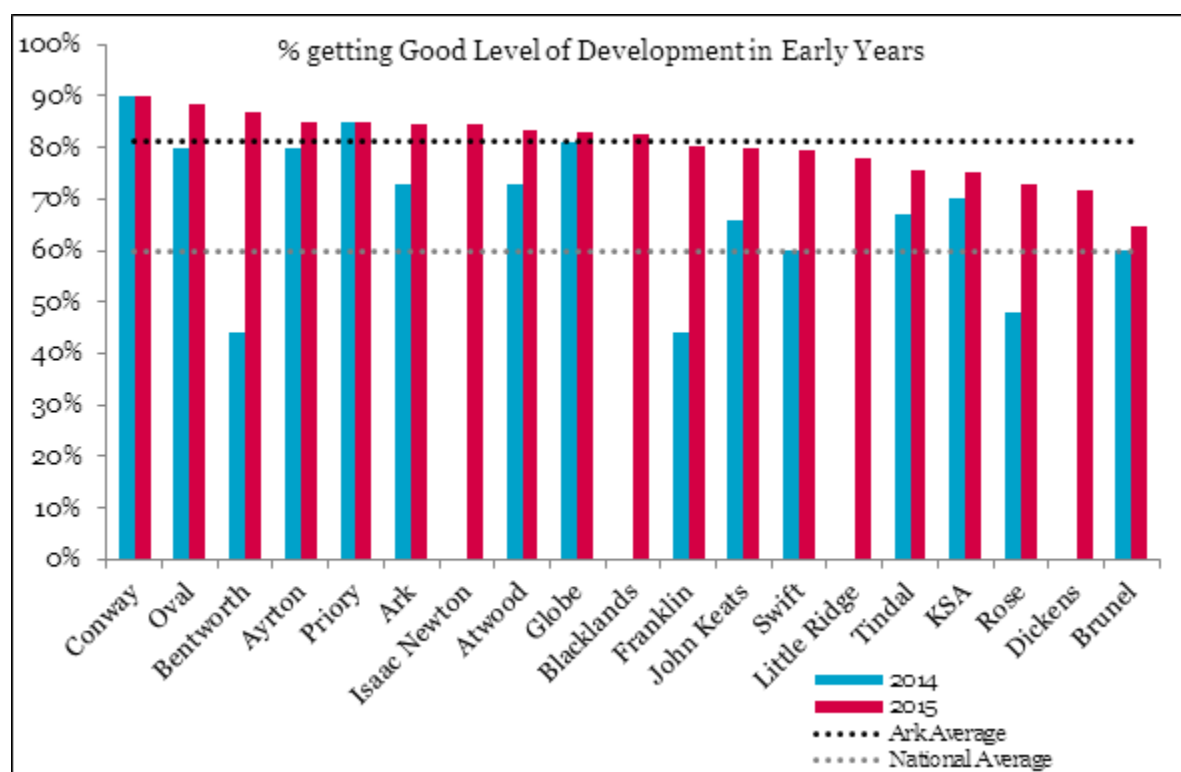
Primary

We aim to ensure our pupils get the best possible start in life, from the moment they join us in the early years. Many pupils start school behind where you would expect them to be, and we help them to catch up quickly, so by the time they leave primary school they are ready for secondary.

Early Years

At the end of the Early Years (the end of the academic year in which the child turns five) teachers assess a child's development, helping to support a smooth transition to Year 1. Children achieving a 'good level of development' are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

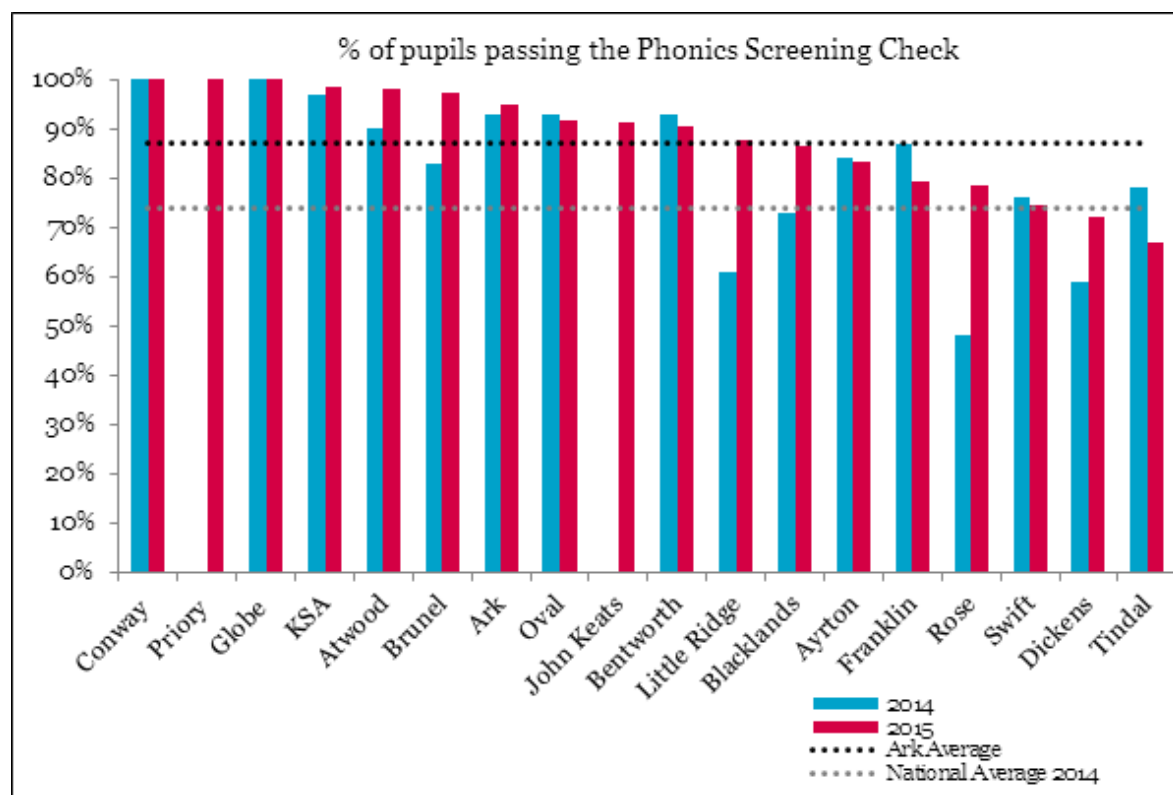
All our primary schools outperformed the national average for a 'Good level of development' in the Early Years Foundation Stage, with an Ark average of 81%, compared to a national average of just 60% - up 11 points on 2014. There were some real success stories: Ark Bentworth saw the number of pupils getting this level up by 43 percentage points, Ark Franklin was up 35 points and Ark Rose up 27 points. Every Ark school improved other than Conway which stayed at 90%.



Phonics

Ark schools use the Ruth Miskin phonics curriculum to teach early reading skills. The phonics screening check is a national test of reading progress in year 1.

This year, Ark schools are well above the most recent national average (2014), with only two schools below that level. Three of our schools – Ark Priory, Ark Globe and Ark Conway got 100% in the phonics check.

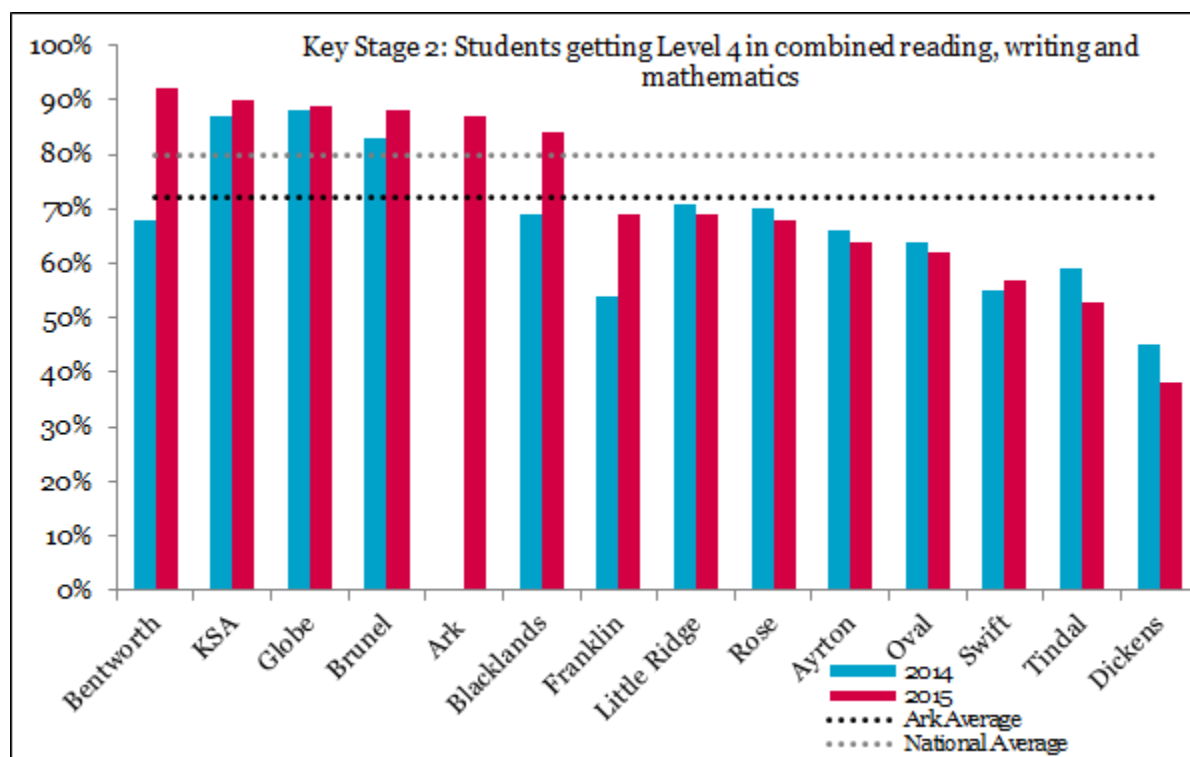


Key Stage 2

Level 4 is the level that students at the end of primary school (key stage 2, age 11) should reach in reading, writing and mathematics. Our key stage 2 scores continue to improve with 72% getting the expected combined 'Level 4'. This represents a five point rise on last year's average of 67%, so we are improving faster than the national average (up 2 points).

There was also a five point rise for those getting Level 5 – above expected levels, while nationally the figure was flat.

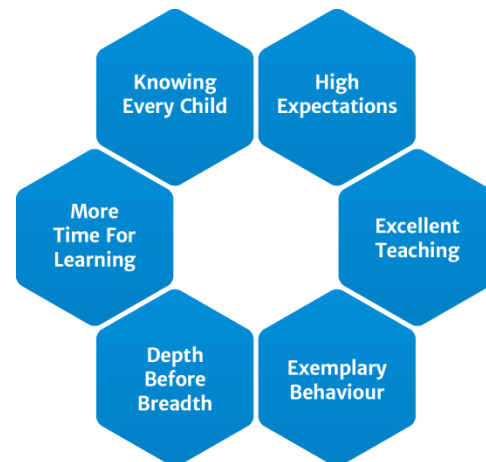
Six of our schools are now above the national average at key stage 2. Seven schools have improved on last year. Ark Bentworth went from 68% to 92% of pupils getting the expected level 4 (the national average is 80%); and Ark Franklin saw a 15 point improvement. Ark Academy posted an impressive first set of results with 87% getting level 4; and in Hastings, Ark Blacklands went from 69% to 84%.



Our six pillars

We want every Ark pupil to do well enough by 18 to go to university or pursue the career of their choice.

To achieve this, our schools prioritise six key principles.



High expectations

With the right teaching and support, we believe every child can realise their potential. We set exceptionally high expectations for all our pupils and do whatever it takes to achieve them. Our aspirations are no lower for our most vulnerable pupils.

Excellent teaching

A teacher is the most important factor affecting pupil achievement.

We work side by side with our teaching staff to ensure excellent teaching and support them with exceptional training and development. To ensure no child is left behind, we have developed data management tools which allow teachers to monitor pupils' progress and quickly identify when children, or indeed teaching staff, need extra support.

Exemplary behaviour

Our schools are characterised by a respectful and orderly environment, where teachers focus on teaching and pupils on learning. Good behaviour is taught, reinforced and recognised throughout every school and poor behaviour is not tolerated. We do not accept excuses and we do not make any either.

Depth before breadth

When pupils secure firm foundations in English and mathematics, they find the rest of the curriculum far easier to access. That's why we prioritise depth in these subjects, giving pupils the best chance of academic success.

To support fully our pupils' achievement in maths, we have developed Mathematics Mastery, a highly-effective curriculum and teaching approach inspired by pupil success in Singapore and endorsed by Ofsted. We teach Mathematics Mastery in all our primary schools and at Key Stage 3 in a selection of our secondary schools. It is also being implemented in over 100 schools beyond our network.

We also dedicate more time to literacy and English than other schools to encourage a love of reading and develop fluent communication skills. We have two programmes that focus specifically on phonics teaching and early spoken language skills. We also train all of our teachers to be aware of possible barriers to learning and how to support children if more help is needed.

More time for learning

To embed core subjects and make time for enrichment, many of our schools run a longer school day. Others are open at weekends and during school holidays, offering revision and master classes as well as residential stays, day trips and summer schools. In all our schools, every hour of every day is devoted to children learning and no time is wasted.

Knowing every child

We organise our schools so that every pupil knows and is known well by their teachers. Children do best when teachers and families work together: we involve families in all aspects of school life and encourage participation and collaboration. We keep parents well informed of pupils' targets and progress and work together to understand any challenges children may face at home or at school. Together we aim to create a safe, happy and dynamic school environment.



A commitment to training and professional development

We are committed to helping our principals recruit, develop and support excellent staff within the network. Ark invests significantly in a number of professional development programmes which complement academy level training.

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- The Summit: Ark hosts an annual staff training conference in London, bringing together all the staff in the network to celebrate success and participate in specialist seminars and workshops
- Network hub days: All the schools share INSET days, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCOs
- New Teacher induction.

Ark runs an Initial Teacher Training programme through School Direct, which started in September 2013.

Ark is also the co-founder of the Future Leaders and Teaching Leaders development programmes.

Other staff benefits

Alongside our continued focus on professional development we also offer a variety of other benefits. These have been chosen to help our employees develop professionally, plan their finances and look after their wellbeing.

- **GymFlex:** Save up to 40% at your local gym
- **Discount scheme:** Employees can access up to £1,000 in savings a year from over 3,000 major retailers
- **Interest Free Loans:** Ark 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
- **Healthcare:** A low cost plan gives you money back towards the cost of your optical bills, dental costs and consultations.

A Commitment to Encourage Diversity

Ark is committed to eliminating discrimination and encouraging diversity amongst our employees. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.

Ark 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 (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.

Long and Short listing

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Long listed candidates will be subject to a screening interview. Those short listed will take part in an in-depth interview process. All staff taken through from screening interviews for teaching posts will be required to teach a lesson.
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 safeguarding and relationships with pupils.

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 take account of the Academy's drug policy when discussing such issues as alcohol, smoking and drug use with students.

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 8.10am. 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, joining them for lunch in the school dining hall daily 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 all school assemblies 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.

To use mobile phones only in staff areas.

To address other members of staff by their title and surname in front of students.

To wear ID at all times.

Not to engage in any other paid employment without the Principal's knowledge and approval.

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.