

H A M M E R S M I T H

Academy

TEACHER OF SPANISH (Maternity Cover)

Candidate Information Pack

September 2026



<https://www.hammersmithacademy.org/>



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Background to Hammersmith Academy

Hammersmith Academy (www.hammersmithacademy.org) is a modern, non-denominational, co-educational secondary school serving 11–18-year-olds. Sponsored by the City of London Livery Companies—the Mercers’ Company and the Information Technologists’ Company—the Academy opened its doors in September 2011 and now educates approximately 950 students.

We are proud to be an oversubscribed, highly successful school, reflecting the rich diversity of multicultural London. Our inclusive ethos supports students of all abilities, raising aspirations and achievement across our community. Over 45% of our students are eligible for the pupil premium, and more than 85% of our leavers progress to university, achieving their ambitions.

Our curriculum combines academic excellence with innovative learning, particularly through our specialisms in ICT and Creative and Digital Media. We nurture a culture of opportunity and ambition, preparing students for success in a rapidly changing world.

Our Vision

To develop highly qualified, aspirational young adults who make outstanding progress, lead within their communities, and are committed to giving 100% in everything they do.

Our Values

- **Inspiring Confidence:** We empower students to achieve their full potential, with every member of our Academy modelling positivity and professionalism.
- **Challenging & Stimulating Learning:** We create a vibrant learning environment with high expectations, preparing students for a global society.
- **Growth Mindset:** We foster resilience, resourcefulness, reflectiveness, and reciprocity, equipping students to thrive in any setting.

A more detailed Vision and Ethos statement is included later in this pack.

Our Sponsors

Our sponsors, the Mercers’ Company and the Information Technologists’ Company, are committed to excellence in secondary education. They bring a proven track record of working with successful academies and driving improvement in challenging contexts. The Academy’s educational vision, building design, and curriculum model are based on the successful blueprint used at Thomas Telford Academy and other Mercers’ academies in the West Midlands.

We benefit from the expertise and networks of the Mercers’ group of schools and colleges, including the highly respected St Paul’s schools, as well as the West London Partnership (www.westlondonpartnership.org). Further information about our sponsors can be found at www.wcit.org.uk and www.mercers.co.uk. Our sponsors also maintain strong links with international IT industries and the City of London.

Why Join Hammersmith Academy?

- Make a real difference and transform the lives of a diverse community
- Join a dynamic learning culture where your skills and attributes are valued and essential for our continued growth
- Be supported by a strong staff body and experienced leadership team
- Thrive in a “can-do” culture of achievement, with ongoing personal and professional development (CPD)
- Work in a well-managed Academy with clear, effective processes that support your professional practice
- Enjoy a commitment to staff well-being and support across the Academy

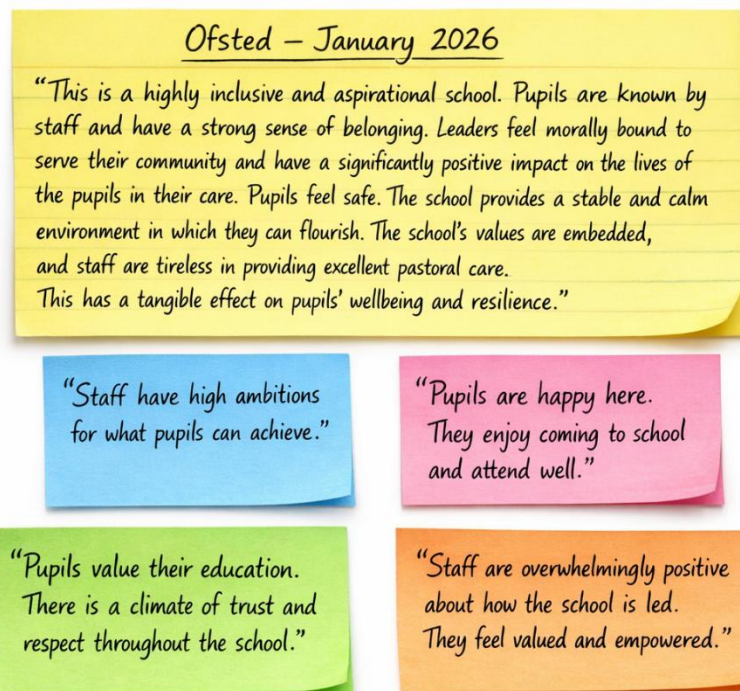


Click here for a virtual tour of the Academy: <https://www.hammersmithacademy.org/about-us/virtual-tour/>

Appointment of Teacher of Spanish (Maternity Cover)

The Headteacher and Governors of Hammersmith Academy are delighted to offer an exciting opportunity for an exceptional candidate to join our thriving Languages Department as a Teacher of Spanish. This is a fixed term appointment, in the first instance, for up to one year or until the return of the substantive postholder.

About Hammersmith Academy



The Role

We are seeking a talented and committed teacher to join our team. This role is ideal for an Early Career Teacher (ECT) seeking their first post, or for an ambitious practitioner looking to further develop their career and make a significant impact on student attainment and progress in Spanish.

The successful candidate will:

- Inspire, challenge and support all learners to achieve their full potential
- Deliver engaging, high-quality lessons that stretch and support students of all abilities
- Accurately assess and track student progress, using this information to inform teaching and intervention
- Create a positive learning environment that upholds our inclusive ethos
- Demonstrate a strong commitment to raising achievement and promoting the highest standards of teaching and learning

Ultimately, we are looking for a dedicated teacher with an unwavering belief that every student deserves an outstanding education. You will embody our values of aspiration, inclusivity and excellence, and be committed to providing opportunities for all students to progress and thrive.

Our Commitment to Staff Wellbeing

We are passionate about staff wellbeing and are proud of our supportive, caring school community. Throughout the year, we offer a range of opportunities, activities and events to promote staff wellbeing and ensure everyone feels valued.

Our vision for wellbeing:

"To create a caring school community that promotes staff well-being through a whole-school approach, characterised by supportive relationships, meaningful engagement, and a safe environment that celebrates the achievements of all."

About You

- Are you a highly motivated, outstanding classroom practitioner with a strong presence?
- Are you ambitious for your students, your colleagues, and the Academy?
- Are you passionate about Spanish and believe every student can succeed?
- Are you a conscientious and enthusiastic team player looking to join a vibrant department?

If so, we would love to hear from you.

THE POST

We are seeking to appoint a dynamic and passionate Teacher of Spanish to join our team at Hammersmith Academy. This is a fixed term appointment, in the first instance, for up to one year or until the return of the substantive postholder. The successful applicant will be a well-qualified specialist who is committed to achieving high standards and developing each child to their potential.

This is an excellent opportunity for personal and professional development and will include both curriculum and pastoral responsibilities.

If you are an outstanding teacher, who can achieve the highest standards from your students and work as part of a team to create a culture of success through challenge and innovation as well as instil a love of learning, we would like to hear from you.

Subject Teachers will need to demonstrate the following in the development of a successful Academy in line with the sponsors' vision:

- Secure excellent progress and attainment of students in the subject area;
- An inclusive approach to a school ethos of achievement;
- Commitment to a varied and effective range of teaching methods underpinned by modern technology and on-line learning approaches, and to the development of students as effective autonomous learners;
- Determination to achieve ambitious targets and outcomes;
- Ability to work effectively with others and represent the Academy to the local and wider community;
- Support the development and implementation of an innovative and creative online curriculum and learning programme;
- Utilise the most appropriate resources for the subject area and ensure that they are used efficiently, effectively and safely whilst providing value for money;
- Commitment to the benefits to students of a longer taught day and an extensive enrichment programme;
- Play a key role in the pastoral structure within the academy;
- Support the development and implementation of policies, plans, targets and practices within the context of the Academy's vision and ethos.

**TEACHER OF SPANISH (Maternity Cover)
PART-TIME WORKING CONSIDERED**

**SALARY: INNER LONDON MPS/UPS
(£41,729 - £64,684 per annum)**

REQUIRED: ASAP

SUBJECT TEACHER JOB DESCRIPTION

Accountability

- You are accountable to the appropriate Line Manager for all work undertaken.

Corporate Responsibilities

- To contribute positively towards developing the Academy's ethos, philosophy and ideology.

Curriculum Responsibilities

- Within your subject area, to ensure that provision is made for all students to satisfy the requirements of Key Stage 3, Key Stage 4 and Post 16 work.
- To reflect the sponsors' vision and embed in the principles underlying the Academy's curriculum framework in preparing, teaching and developing with others (staff members and partners from industry and commerce) aspects of the curriculum.
- To ensure that appropriate assessment strategies are utilised and fully understood by parents, students, and external partners.
- To work with the Subject Leader in preparing modules for the curriculum.

Pastoral Responsibilities

- As a Personal Tutor to undertake delegated responsibilities for the pastoral care of a group of students, fully implementing the Academy's pastoral philosophy.

Fabric Responsibilities

- To ensure that the spaces for learning given into your care are attractive and well kept.
- To devise strategies to ensure that the students' work is well displayed and that the area is free from litter and graffiti and conducive to creating a safe and stimulating working environment.

Community Responsibilities

- To involve industry, parents and educationalists as fully as possible in the life and development of the Academy.

Industry & Commerce Responsibilities

- To ensure that contributions to curriculum design and delivery by industrial and commercial partners assigned to you are made within a spirit of full collaboration.

Appraisal Responsibilities

- To be an active participant in, and recipient of, the Academy's appraisal system, which will include an annual review and, where necessary, re-designation of responsibilities in the interests of the student and staff needs.

Teaching Responsibilities

- To prepare, plan and teach the agreed curriculum utilising as fully as possible the Information Technology System available in the Academy.
- To track and monitor individual students and different cohorts of students and make appropriate interventions to tackle under-achievement of students' work.
- To take responsibility for overall behaviour management within classes to ensure a safe, secure and structured learning environment.

Other

- To comply with Hammersmith Academy's Professional Dress Policy and Code of Conduct;
- To carry out other reasonable tasks from time to time as directed by the Headteacher.

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PERSON SPECIFICATION AND SELECTION CRITERIA

	E	D
Qualifications		
Qualified Teacher Status (with DfES Number), including skills tests where required	✓	
First/Second Class Degree	✓	
Ability to meet the Teachers Standards commensurate with experience and salary	✓	
High standards of literacy and numeracy	✓	
Willingness to develop own expertise (evidenced through continuing professional development)	✓	
Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people	✓	
Successful experience of:		
Successfully working in a school, preferably across the 11 to 18 age and ability range	✓	
Raising levels of achievement	✓	
Encouraging innovative curriculum development	✓	
Working with others in developmental work	✓	
Knowledge and understanding of:		
Good subject knowledge	✓	
Good classroom practitioner able to motivate and inspire students	✓	
Potential to develop outstanding practice in the classroom	✓	
Ability to build good relationships with students and colleagues	✓	
Ability to work with initiative, as an individual and as a team member	✓	
Ability to communicate effectively with different audiences, orally and in writing	✓	
Ability to accurately analyse a range of data and use to inform planning and target setting	✓	
Well organised and able to maintain sound records	✓	
Knowledge of current educational and curricular issues	✓	
Strategies for ensuring equal opportunities for staff and students	✓	
Proven ability to make decisions and solve problems		
Judge when to make decisions, when to consult with others, and when to defer to the Line Manager	✓	
Analyse, understand and interpret relevant information and data	✓	
Think creatively and imaginatively to anticipate and solve problems and identify opportunities	✓	
Self-management		
Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching and planning	✓	
ICT skills and their application to teaching and learning within subject specialism	✓	
Ability to reflect on practice and act on advice to improve professional practice	✓	

	E	D
Achieve challenging professional goals	✓	
Take responsibility for your own professional development	✓	

Attributes and attitudes		
Hardworking and committed to inclusive education	✓	
Personal impact and presence. Adaptability to changing circumstances	✓	
Evident enjoyment in working with young people	✓	
A belief in the value of individuals and that every child genuinely matters, can attain well and make at least good progress regardless of starting point(s)	✓	
Have a passion and enthusiasm for learning and specialist subject(s)	✓	
Commitment to continuing professional development	✓	
Capacity for working under pressure and prioritising tasks	✓	
Ability to model very high standards of professional practice and personal standards at all times	✓	
Energy, vigour and perseverance	✓	
Highest possible expectations of self and others	✓	
Self-confidence, enthusiasm and commitment and determination to succeed	✓	
Intellectual ability	✓	
Reliability, loyalty and integrity	✓	
Ability to manage and overcome setbacks	✓	
Ambition and the potential for further promotion	✓	
An excellent record of attendance and punctuality	✓	

A message from the Headteacher, Gary Kynaston

"In my experience of working in inner-city education, and my own time at school, I sometimes saw an attitude that assumed some people 'can't do', and I knew this was wrong. I see that people, of any age, will respond to clear boundaries and clear vision. If you show your students you have belief in them and encourage them to have belief in themselves, their confidence grows and they surprise themselves with what they can achieve. Our students will leave school not only academically qualified, but confident, mature and ready to prove themselves".

GCSE Results 2026

Hammersmith Academy is celebrating another strong set of GCSE results, with students placing the Academy in the top 10% nationally for value added, rising from the top 15% last year and demonstrating the exceptional progress students make throughout their time at the Academy.

This year, 80% of all grades were awarded at 9–4, with 66% at 9–5 and 27% at the highest grades of 9–7. In the core subjects of both English and Maths, 65% of students achieved grades 9–5.

The results are particularly significant given Hammersmith Academy's fair-banded admissions, which ensure the Academy admits students across the full range of academic ability. Despite these varied starting points, the Academy ranks in the top 10% nationally for value added across every prior attainment group, as well as for disadvantaged students, and both girls and boys.

Put simply, this means that this year, students at Hammersmith Academy achieved, on average, at least one grade higher in all subjects than their starting points would predict.

Standout performances were seen across the breadth of the curriculum. In the Sciences, 100% of Physics grades and 80% of Biology and Chemistry grades were awarded at 9–4, while Media, Drama, Art, History and Combined Science all achieved at least 75% at 9–4. Further highlights included 80% of Spanish and 60% of Maths grades at 9–5, while 43% of English Literature grades were awarded at 9–7.

These results provide strong academic foundations for students' next steps, while reflecting the Academy's wider commitment to developing the skills, confidence and ambition they need to achieve real world success.

GCSE Standout Successes

- Isaac was the Academy's top scoring student achieving 8 grade 9s, a grade 8, 2 grade 7s He commented, "I was completely shocked when I saw my results. English Literature shocked me the most as I had completely believed I was going to get a 6. It felt immensely satisfying considering all the work I had put in. All of my teachers were amazing, and I'd say joining Hammersmith Academy is 100% the right decision – the Academy has helped me every step of the way."
- Deksan attained an impressive 6 grade 9s, 3 grade 8s, 1 grade 7, 1 grade 6. She said, "I felt quite exhilarated when I saw my results, and slightly shocked by quite a few of them! It cemented that my hard work really had paid off. My teachers have always been a supportive anchor, providing resources and encouragement that kept me going. The careers focus also gives students great opportunities to learn about their next steps and different pathways."
- Endrit received 6 grade 9s, 5 grade 8s He said, "I was shocked to see only 8s and above and was really pleased with my consistency across all subjects. I was most proud of my grade 9 in Further

Maths. My teachers were always there to help, whether giving me practice papers or answering questions, and always left me feeling more confident for each exam.”

- Neil secured a total of 5 grade 9s, 4 grade 8s. He explained, “The nerves were so overwhelming that I couldn’t even open the results myself. My parents opened them and seeing how happy they were became the most important part for me. The teachers at Hammersmith Academy were incredible and always found time to support me one-to-one. The Academy pushes you to achieve your best and become a more confident and well-rounded person.”

- Yaseen reached 6 grade 9s, 3 grade 8s, 1 grade 7. He added, “I was completely shocked when I saw my results, particularly English Literature. It was immensely satisfying knowing how much work I had put in. My teachers were amazing and supported me throughout. I’d 100% recommend Hammersmith Academy, it has helped me every step of the way and given me so many opportunities to prepare for my future.”

- Xela was awarded 2 grade 9s, 1 grade 8, 8 grade 7s, 1 grade 6. She explained, “I was nervous and excited opening my results and was really happy with my Maths and Computer Science grades, as I had improved from my mocks. My teachers supported me by staying after school and running sessions during the half terms. Hammersmith Academy has also given me so many opportunities, from work experience at an engineering consultancy to university taster days and volunteering, helping me develop the skills I need to succeed in the future.”

Headteacher, Gary Kynaston, said:

“These results reflect the hard work and ambition of our students and the dedication of our staff. As a fair-banded school, we educate students from across the full range of academic starting points, so to rank in the top 10% nationally for value added, with students achieving on average at least one grade higher in all subjects than their starting points would predict, is something we are extremely proud of.

We are equally proud of the breadth of our curriculum and the strong results across core, academic and creative subjects. Every student has different strengths and talents, and it is important that our curriculum gives them the opportunity to discover, develop and excel in them.

GCSE success provides an important foundation, but our ambition goes much further. We want every student to leave Hammersmith Academy with the knowledge, confidence and opportunities to take their next steps and ultimately achieve real world success.”

A-Level Results 2026

Hammersmith Academy Sixth Form is celebrating another strong set of A Level and BTEC results, with A Level performance rising across every headline grade measure and students securing places at leading universities including Cambridge, Edinburgh, Warwick, Bath, Imperial and King’s College London, alongside increasingly desirable and competitive apprenticeships including BAE Systems, British Airways, Deutsche Bank, Constructions Logistics Group and Ofcom.

This year, the overall A*–E pass rate reached 100%, with 80% of grades awarded at A*–C, 56% at A*–B and 21% at A*–A.

The results build on the Academy’s strong Sixth Form performance, with A*–C grades rising to 79% (from 73% last year), A*–B grades increasing from 51% to 56%, and A*–A grades rising from 20% to 21%.

There were exceptional performances across a broad range of subjects, with 100% of grades in both Spanish and Media awarded at A*–B, alongside 87% in Sociology, 83% in Psychology and 75% in Economics.

At the very highest level, 40% of Spanish grades and 38% of Psychology grades were awarded at A*–A, while 33% of grades in Maths, Further Maths and Sociology achieved the same top grades.

Students on vocational and mixed pathways also achieved outstanding outcomes, with 96% at Distinction*–Merit and 60% at Distinction*–Distinction. Business achieved 100% Distinction*–Merit, with 68% at Distinction*–Distinction, while Sport and Applied Science achieved 80% Distinction*–Distinction.

Whether students choose an academic or vocational pathway, Hammersmith Academy Sixth Form has the expertise and opportunities to help them achieve real world success. The Academy has invested significantly in specialist Careers and University support, with two dedicated experts providing personalised guidance alongside university visits, employer encounters, careers workshops and an extensive network of partners, preparing students for ambitious next steps beyond Sixth Form.

A-Level Standout Successes

- Sara was the Academy's highest achieving student with A*A*A*A*, she said: "It was an amazing feeling to see all my hard work throughout Sixth Form pay off. The Sixth Form and Careers Team supported me at every stage of my A Level studies and UCAS application, which included mock interviews to regular one-to-one support to develop my personal statement. Their guidance helped me feel prepared and confident throughout the process."
- Becky accomplished A*AAA and will read Psychology at the University of Bath. She said, "I'm so excited to start university. The support from Hammersmith Academy has been amazing throughout the whole process. Miss Harrowes was always there to answer my questions and help with my application, while Miss Brooke helped make my personal statement specific to Psychology. Hammersmith Academy really opens so many doors, and the Careers Team is always there to offer advice, whatever pathway you are considering."
- Hanna achieved A*A*AB to study Mathematics at University of Warwick. • Hanna Talic scored A*A*A to Exeter, Psychology with a Professional Placement.
- Asya secured Dist*AA and is heading to Loughborough University to study Sport & Exercise Science. She commented, "I felt so fulfilled when I found out I had secured my place at Loughborough. Moving away from London felt nerve-wracking at first, but I've gained the confidence to step outside my comfort zone and embrace the opportunities ahead. The support from our teachers has been incredible – whether staying late to work through difficult questions or even bringing us a hot chocolate when we were still revising after 6pm! There's a real community feel at Hammersmith Academy Sixth Form that makes it such a lovely environment to be part of."
- Emilia was awarded AAB and heads to King's College London to read Politics & International Affairs.
- Alec gained A*AA and will study at King's College London for an Accounting & Finance Degree with a year in industry. He commented, "I felt really relieved when I saw my results. Looking back, I really appreciate how much my teachers pushed me and made sure I understood anything I wasn't certain about. The Careers Team also helped me stay calm throughout the application process and really improved my personal statement. Hammersmith Academy has some of the best teachers for

supporting you through your academic journey, especially if you're unsure about what you want to do in the future."

- Ellie takes up her place on a highly competitive degree apprenticeship in Construction Management with Construction Logistics Group. "I enjoyed academia, but through the opportunities the Careers Team gave me, I realised I was much more drawn to the practical world. They introduced me to an industry and career I didn't even know existed and encouraged me to take opportunities I would never have considered myself. I genuinely don't think I would have the confidence and ambition I have today without Hammersmith Academy Sixth Form." • Calum Rojas also found success on a Broadcast Engineering apprenticeship with Ofcom.

- Two students, Numair (A*AA) and Anas (AABC) go on to Imperial College London to study Economics, Finance & Data Science. Numair added, "I initially wasn't sure whether university or an apprenticeship was the right route for me. The Careers Team encouraged me to keep an open mind, explore my options and understand which pathway best suited my ambitions. Their support and feedback helped me strengthen my application and ultimately apply to my dream university. My advice to other students would be to stay open-minded and take advantage of the guidance available to you."

- Leyla earned ABB and will head to Queen Mary University of London to begin a Hispanic Studies & Politics course.

- Tegan achieved AAB and will begin her studies at the University of Edinburgh to read Social Anthropology & Politics. She exclaimed, "I opened UCAS and saw that I'd been accepted into Edinburgh and immediately started crying – I was so happy! It's an amazing feeling to achieve something I wanted so badly. One of the best pieces of advice I received was to keep an open mind and explore courses I might not initially have considered. I'm now going to study one of those courses and actually prefer it to what I originally had in mind. My teachers genuinely wanted me to succeed and were always there whenever I needed support."

Headteacher, Gary Kynaston, said:

"These results reflect the ambition, hard work and resilience of our students, supported by the expertise and dedication of our staff. We are delighted to see another strong set of results, with A Level outcomes rising across all of our headline grade measures and exceptional performances across a broad range of subjects.

For us, success is ultimately about where these results take our students next. Whether progressing to university, a degree apprenticeship or another ambitious pathway, our aim is to ensure every student leaves Hammersmith Academy equipped to achieve real world success. We are incredibly proud of what this year's students have achieved and look forward to seeing what they accomplish next."

STAFF BENEFITS

At Hammersmith Academy, we value our staff and are committed to providing a comprehensive range of benefits to support your wellbeing, professional growth, and work-life balance. Our current staff benefits include:

Financial and Practical Support

- Interest-Free IT Loan: Access an interest-free loan of up to £2,000 to purchase IT equipment.
- Season Ticket or Bike Loan: Apply for an annual, interest-free season ticket loan for travel or a bike loan to support your commute.
- Pension Schemes: Enjoy employer contributions to either the Teachers' Pension Scheme (for teaching staff) or the Local Government Pension Scheme (for support staff).
- Cycle to Work Scheme: Save 25-39% on a new bike and accessories through Cyclescheme, with payments taken tax-efficiently from your salary.

Health, Wellbeing, and Work-Life Balance

- Free Health and Fitness: Enjoy full access to our on-site gym and fitness facilities.
- Free Lunch and Hot Drinks: Complimentary meals and hot drinks are available for staff who dine with students.

Wellbeing Initiatives

- Free annual flu vaccinations.
- Weekly staff "shout-outs" to celebrate colleagues' achievements.
- Staff Drop-in Sessions for informal support.
- Staff social events, including Wellbeing Afternoons and football.
- Membership of Medigold Health Protect, including 24/7 mental wellbeing support via the Thrive App.
- Access to the London Borough of Hammersmith and Fulham's Parking Permit Scheme, offering subsidised local parking.

Enhanced Holiday Arrangements:

- INSET days in July for September planning, allowing you to enjoy your summer break.
- Two-week half term during the autumn term.

Professional Development and Recognition

- Continuous Service Award: Recognition for long-serving support staff.
- Governors' Praise and Recognition Scheme: Regular acknowledgement of staff contributions.
- Free National College Membership: Access to high-quality online CPD resources.
- Dedicated CPD Funding: In addition to whole-school CPD, staff can access a personal CPD budget of up to £300 (subject to agreement with your Department Head and CPD Manager).

STAFF WELL-BEING

The vision for the Staff Well-being Committee is as follows:

- 'To create a caring school community promoting staff well-being through a whole-school approach characterised by caring and supportive relationships amongst school members; school members being meaningfully engaged in the school community; and addressing and supporting the health and well-being of all school members within a safe environment that celebrates achievements.'

The Governors requested 50 Reasons why we work at HA from staff to add as “soundbites” to staff literature. However, they are so good, they can stand alone!

50 REASONS TO WORK AT HA

- Providing lunch and refreshments for staff creates a feeling of care despite the financial commitment required for the academy to offer these to staff.
- All staff are welcoming and supportive, particularly for newcomers. The buddy system helps new staff settle in, offering advice and support from experienced HA staff.
- There is a strong sense of community among staff and students.
- Working in the inner city offers the opportunity to give something back and embrace new challenges.
- The focus is on the journey of students, including life-changing experiences, qualifications, and pathways.
- Staff have opportunities to contribute to decision-making within the academy and their own department.
- Members of staff within the department provide support, creating a welcoming environment from the start and fostering a sense of team membership even before starting.
- The middle leadership team, including heads of department, demonstrates strong leadership.
- All staff members align with and commit to the overall aims and ambitions of the academy, striving towards the same goals.
- Staff are warm and approachable, enabling the sharing and utilisation of collective experience.
- Support with behaviour management is provided, especially for new staff members who are settling in with new classes and students.
- Everyone collaborates to support behaviour management, including in the corridors and during transitions.
- The academy fosters a culture that sets students up for success and provides them with amazing opportunities. As students mature, they appreciate this more, which is rewarding for staff to witness and contribute to.
- The academy has a clear vision that is communicated to staff and students, ensuring clarity about its ambition.
- The academy is an inclusive and diverse community that celebrates differences and acts.
- Staff members have the opportunity to voice their opinions and feel heard.

- Staff members are encouraged to collaborate with others to generate ideas, for instance, during ECT and middle leadership programmes.
- There is a strong commitment within department teams to the subject area, with frequent collaboration on pedagogy and subject knowledge.
- Staff focus on the individual needs of students, caring about their progress and personal journey.
- Staff have the opportunity to form special relationships with students over time, such as through the roles of tutor or class teacher.
- Students trust the staff and engage in their education. Overall, students respect staff and respond positively, even when interacting with unfamiliar staff members.
- Clear reward and behaviour systems are in place for staff to support students in their learning. These systems establish clear boundaries, which are understood by the students.
- Departments have a dedicated space for staff to gather, share ideas, seek advice, and share experiences, fostering positive relationships and team spirit.
- The aspirations of families within the community, and the expectations of students at school, are reflected in the academy's culture. If you have been at the academy for a while, you continue to interact with family members and siblings. Families remember you and return to thank you and update you on their child's journey.
- The academy offers pathways and opportunities for staff progression, utilising the skill sets of staff for further development.
- The academy provides a wide range of opportunities for staff to participate in various aspects of academy life, such as curriculum planning and trips.
- Staff have opportunities to present new ideas/passions, and they are supported in implementing these ideas with the help of colleagues, even if they are not initially fully aware of how to implement them.
- Staff benefit from seeing the experiences they have organised for students come to fruition, especially experiences that the students would not otherwise have the opportunity to participate in.
- Staff achievements are regularly recognised and rewarded. Positive comments and feedback from families and the community create a motivating atmosphere for staff.
- Students engage respectfully with staff members, for example, by asking them how they are and holding doors open for them.
- The garden space provides a peaceful and quiet environment, which is particularly enjoyable when taking your tutor group there.
- The circular building and canteen space foster opportunities for staff to bond and form relationships.
- The Governors are heavily involved in the academy and provide support and opportunities for students and staff.
- The partnerships that the school has, such as the West London Partnership, provide invaluable support and opportunities.
- Each staff member is allocated a specific budget to attend CPD, including undertaking national professional qualifications.
- The academy promotes a growth mindset and is often at the forefront of many initiatives. An evidence-based approach is used to ensure practices are current and forward-thinking.

- ECTs receive extensive support, with great mentors providing ongoing mentoring and coaching to improve teaching and learning.
- The school values enrichment and extra-curricular activities, focusing on developing the whole child, for example, through session three and school productions.
- Staff have the opportunity to create their own session three clubs, following their passions and interests.
- Well-being is a key aspect of the academy, and the well-being committee provides a platform for staff to voice their opinions to senior leaders and governors, leading to changes.
- Staff have the opportunity to have their voices heard, for example, during the governor drop-in regarding well-being each academic year.
- There are opportunities for staff to receive praise and recognition, for example, during the governors' afternoon tea.
- An open-door policy is in place, allowing staff to observe each other's lessons, for example.
- A warm welcome is provided at interviews, making candidates feel part of the academy and ensuring a positive interview day experience.
- While students' progress and academic data are important, the academy's investment in the whole child is incredible. Staff provide a vast number of opportunities for students and are committed to doing this as they value this experience for the student's development.
- There is a high level of organisation through the QAS and weekly briefing communications.
- The support received from centralised systems allows staff to focus more effectively on their teaching.
- The strength of the support staff and systems is remarkable, providing the foundation for the academy to operate effectively.
- CPD is developmental and collaborative, giving staff a sense of autonomy over their targets and progress towards them.
- Senior staff members are supportive and open to listening to views and feedback from a range of staff.

THE ACADEMIST

Hammersmith Academy's termly newsletter, containing articles and stories from the full spectrum of Academy life. There are contributions from both students and staff and covering academic and extra-curricular events.



Read it here >> <https://hammersmithacademy.org/latest-newsletter/>

How to Apply

To apply for this position, please complete our application form, which includes a supporting statement section. We do not accept CVs for this post.

Supporting Statement

Your supporting statement is a crucial part of your application. Please ensure that it:

- References the Person Specification and Job Description for this role.
- Demonstrates your skills, attributes, and abilities relevant to teaching your subject at Hammersmith Academy.
- Is no more than 2 sides of A4, using a minimum font size of 11pt.
- Includes clear, evidence-based examples to support your points.

Your statement must address the following:

- How you inspire students in your subject area and ensure they make excellent progress.
- How you will support your subject area to achieve the highest standards in curriculum, teaching, and learning.

For more information about Hammersmith Academy, please visit our website: www.hammersmithacademy.org.

Key Dates

- **Closing Date:** Friday, 18th September 2026 – 9.00am
- **Interviews:** To be confirmed

Additional Information

- Applications from candidates wishing to work part-time will be considered.
- All applications will be acknowledged by email. If you do not hear from us within two weeks of the closing date, please assume your application has not been successful on this occasion.

Commitment to Diversity and Safeguarding

Hammersmith Academy is committed to building a diverse workforce. We welcome applications from all qualified individuals regardless of sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership status.

We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check and the receipt of two satisfactory references.

This role is exempt from the Rehabilitation of Offenders Act 1974. Please refer to the Ministry of Justice's guidance on the ROA and the DBS filtering guide.

In line with DfE recommendations in *Keeping Children Safe in Education 2026*, shortlisted candidates will be subject to an online search. This will help us identify any issues or incidents that are publicly available online, which we may explore with you at interview.

HAMMERSMITH ACADEMY

INSPIRE CREATE SUCCEED

Vision

To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

Values

We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.

We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.

We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

The HA WAY - HA learners demonstrate:

- Pride and Commitment
- Professionalism and Leadership
- Active citizenship
- Honesty and Reliability
- Respect and Integrity

Hammersmith Academy ensures that students are happy, safe and secure in their learning and develop through a culture of success, into self-confident independent learners who become highly valued members of their community. Strong leadership at all levels challenges underachievement and ensures students make outstanding progress and achieve high standards of attainment.

It is an inspiring and creative place to learn, which is rich in digital and creative media technology that stimulates and develops students' academic and vocational skills through the promotion of excellence.

Students leaving the academy will have the following profile:

- A strong portfolio of accredited achievement
- A highly developed sense of responsibility and pride in their own performance
- Outstanding communication skills, including digital literacy
- Well-developed literacy and numeracy skills
- Strong leadership skills coupled with a professional attitude to enhance employability
- An ability to work collaboratively and develop team cohesion
- An aptitude for research, enquiry, problem solving and creativity
- Are actively kind, caring and socially responsible.

Developing character and a growth mind-set - Be better than you thought you could be

Good character development coupled with academic success is essential to a high-quality education. We succeed by developing a growth mind-set through the skills of resilience in the face of challenge, resourceful when solving problems, reflective when evaluating progress and reciprocal when working in teams. To be fearless when striving for excellence and contributing positively to life in a global society.

We want each individual to be better than they thought they could be. We believe everyone is powerful beyond measure and capable of extraordinary achievements. We expect more from ourselves and each other in our drive to be the best and are 100% committed in everything we do. We constantly challenge students to push their limits, to work hard, to be resilient and inspire each other to *outstanding* success.

We expect the same from all adults. That they are determined and committed to be the best they can be, demonstrate a 'can do' attitude and transmit these expectations to the students.

Knowledge is power

Knowledge creates power. First, Intellectual power - primarily through the core disciplines of literacy and mathematics which are the building blocks in accessing a successful life. Second, Economic power - a deep understanding of the links between self-management and problem-solving skills in becoming rounded and grounded in preparation for the world of work and thirdly, Social power - developing our social and moral responsibility as active citizens.

We prepare students for successful lives through a stimulating and engaging curriculum where our practices mirror those found in the wider world of work. Using a broad experiential approach, students are given the opportunity to make choices, take responsibility for their learning and accelerate their interests in greater depth.

Developing a thirst for knowledge through inspirational teaching is powerful. Its value is limitless. It enables students to absorb challenging concepts and develop the skills of critique, analysis and evaluation.

Leading is achieving

Leadership is central to our ethos of success as an individual, a team and a learning organisation. We work closely together to improve. We consistently look to enhance the quality of what we are doing and seek inspiration from inside and outside the Academy.

Our students are future leaders who develop a clear sense of ownership and pride in their own performance which empowers them to support others. We expect students to value and celebrate success and champion their community.

All adults are expected to lead and to build a performance culture. In every action, attitude and expression, they set direction and expectation. Every adult is trusted to act with integrity and take personal responsibility to do the right thing for the students.