

H A M M E R S M I T H

Academy

TEACHER OF SOCIOLOGY (Maternity Cover)

Candidate Information Pack

February 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 Sociology (Maternity Cover)

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

About Hammersmith Academy

Ofsted, January 2022:

- *“Hammersmith Academy continues to be a good school.”*
- *“Leaders and staff are determined that all their pupils will succeed. They have established a culture of aspiration for all, regardless of pupils’ individual starting points.”*
- *“Pupils benefit from learning a broad curriculum, including in the creative arts and languages. Many pupils choose to continue studying arts, as well as humanities and languages, at GCSE level. Pupils learn to behave kindly and respectfully towards one another, making the school a harmonious place. Poor behaviour is rare. If bullying occurs, leaders respond quickly and effectively. Leaders and staff ensure that pupils are kept safe at school.”*
- *“Leaders and staff are knowledgeable about safeguarding. They are well informed about the risks pupils may face, including those in the local area. Staff are vigilant and identify and report concerns without delay.”*

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 Sociology.

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 Sociology 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 Role

Teacher of Sociology

We are seeking to appoint a dynamic and passionate Teacher of Sociology to join our team at Hammersmith Academy. This is a fixed term appointment, in the first instance, for up to one year until the return of the substantive postholder. This is a key curriculum role at Key Stage 4/5 offering the opportunity to inspire and empower our students, supporting them to achieve their highest potential.

The successful candidate will be a well-qualified specialist, committed to high standards and dedicated to fostering both academic and personal development in every child. This is an excellent opportunity for personal and professional growth, encompassing both curriculum and pastoral responsibilities.

If you are an outstanding teacher who consistently achieves exceptional results, thrives on challenge and innovation, and inspires a love of learning, we would love to hear from you.

Key Responsibilities

As a Subject Teacher at Hammersmith Academy, you will:

- Secure excellent progress and attainment for all students in Sociology.
- Promote an inclusive, achievement-focused school ethos that values every learner.
- Implement a diverse range of effective teaching methods, integrating modern technology and online learning approaches, to develop students as independent learners.
- Strive to achieve ambitious targets and outcomes for all students.
- Work collaboratively with colleagues, representing the Academy positively within both the local and wider community.
- Support the development and delivery of an innovative, creative online curriculum and learning programme.
- Ensure subject resources are used efficiently, effectively, and safely, providing value for money.
- Champion the benefits of an extended school day and contribute to our comprehensive enrichment programme.
- Play a key role in the academy's pastoral structure, supporting students' wellbeing and personal growth.
- Contribute to the development and implementation of school policies, plans, targets, and best practices in line with the Academy's vision and ethos.

Why Join Us?

You will be part of a forward-thinking, supportive team committed to professional development and excellence. We offer a culture that encourages innovation, collaboration, and continuous improvement.

If you share our commitment to academic excellence and holistic education, and are ready to make a real impact, we look forward to your application.

TEACHER OF SOCIOLOGY (Maternity Cover)
SALARY: INNER LONDON MPS/UPS
(£40,317-£62,496 per annum)

REQUIRED: September 2026

Subject Teacher: Job Description

Accountability

- You are accountable to your designated Line Manager for all duties and responsibilities undertaken.

Corporate Responsibilities

- Contribute positively to developing and upholding the ethos, philosophy, and values of Hammersmith Academy.

Curriculum Responsibilities

- Ensure that all students within your subject area meet the requirements of Key Stage 4 and Post-16 programmes.
- Embed the Academy's curriculum framework and sponsors' vision in your planning, teaching, and curriculum development, working collaboratively with colleagues and external partners (including industry and commerce).
- Use and communicate appropriate assessment strategies, ensuring these are understood by students, parents, and external partners.
- Collaborate with the Subject Leader to develop and review curriculum modules.

Pastoral Responsibilities

- As a Personal Tutor, provide high-quality pastoral care to a designated group of students, fully implementing the Academy's pastoral philosophy and approaches.

Learning Environment Responsibilities

- Maintain attractive, safe, and well-kept learning environments.
- Develop strategies to ensure students' work is well displayed, and that teaching spaces remain free from litter and graffiti, supporting a safe and stimulating environment for all.

Community Engagement Responsibilities

- Actively involve industry, parents, and educational partners in the life and ongoing development of the Academy.

Industry & Commerce Responsibilities

- Promote and support full collaboration with industrial and commercial partners in curriculum design and delivery, ensuring their contributions are meaningful and integrated.

Appraisal and Professional Development

- Engage fully with the Academy's appraisal system, including annual performance reviews and, where appropriate, the review or re-designation of responsibilities to meet the evolving needs of students and staff.

Teaching and Learning

- Plan, prepare, and deliver the agreed curriculum, making effective use of the Academy's Information Technology systems.
- Track and monitor the progress of individuals and groups of students, implementing timely interventions to address underachievement.
- Maintain high standards of behaviour management, creating a safe, secure, and structured learning environment.
- Support the Academy's commitment to safeguarding and promoting the welfare of children and young people.
- Participate fully in regulated activity as defined by Keeping Children Safe in Education (KCSIE) 2025, including regular, direct contact with students.
- Follow all Academy safeguarding policies and procedures, reporting concerns promptly.

Safeguarding Responsibilities

- This role involves substantial engagement in regulated activity and direct contact with children.
- Promote and safeguard the welfare of children in line with the Academy's Child Protection and Safeguarding Policy.
- Complete annual safeguarding and child protection training as required.
- This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All spent and unspent convictions, cautions, and bind-overs (except those considered 'protected' under the Exceptions Order 1975, as amended) must be declared. For further information, refer to the Ministry of Justice's guidance and the DBS filtering guide.

Other Duties

- Adhere to Hammersmith Academy's Professional Dress Policy and Code of Conduct at all times.
- Undertake any other reasonable duties as directed by the Headteacher.

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Person Specification and Selection Criteria

Criteria	Essential (E)	Evidence Required
Qualifications and Professional Development		
Qualified Teacher Status (QTS), including DfES number and required skills tests	✓	Certificates
First or second-class degree	✓	Certificates
Ability to meet the Teachers' Standards, appropriate to experience and salary	✓	Application/interview
High standards of literacy and numeracy	✓	Application/interview
Commitment to ongoing professional development	✓	CPD record/interview
Relevant qualifications and experience related to safeguarding and promoting the welfare of children and young people	✓	Application/interview
Experience		
Successful teaching experience in a school, ideally across the 11-18 age and ability range	✓	Application/reference
Track record of raising achievement levels	✓	Application/reference
Experience of innovative curriculum development	✓	Application/interview
Collaborative experience in developmental work with colleagues	✓	Application/interview
Knowledge and Understanding		
Strong subject knowledge	✓	Application/interview
Effective classroom practice to motivate and inspire students	✓	Lesson observation/interview
Potential to develop outstanding classroom practice	✓	Application/interview
Ability to build positive relationships with students and staff	✓	Application/reference
Ability to work independently and as part of a team	✓	Application/interview
Effective communication skills, both oral and written, for a variety of audiences	✓	Application/interview
Ability to analyse data to inform planning and target setting	✓	Application/interview
Strong organisational skills and ability to maintain records	✓	Application/interview
Up-to-date knowledge of educational and curriculum issues	✓	Application/interview
Awareness of statutory and best practice requirements relating to safeguarding	✓	Application/interview
Understanding of strategies to ensure equality of opportunity for staff and students	✓	Application/interview

Decision-Making and Problem-Solving		
Ability to judge when to act independently, consult, or defer to line manager	✓	Interview
Analytical skills to interpret information and data	✓	Application/interview
Creative and imaginative approach to problem-solving	✓	Application/interview
Self-Management		
Ability to prioritise and manage time effectively, balancing teaching and planning	✓	Application/interview
Confident use of ICT to enhance teaching and learning	✓	Application/interview
Reflective practice and openness to feedback	✓	Application/interview
Drive to achieve challenging professional goals	✓	Application/interview
Ownership of personal professional development	✓	Application/interview
Attributes and Attitudes		
Commitment to inclusive education	✓	Interview/reference
Positive personal impact and adaptability	✓	Interview/reference
Enjoyment of working with young people	✓	Interview/reference
Belief in every student's potential to achieve and make good progress	✓	Interview/reference
Passion for learning and subject specialism	✓	Interview/reference
Commitment to ongoing professional development	✓	Application/interview
Capacity to work under pressure and prioritise effectively	✓	Application/interview
High standards of professional and personal conduct	✓	Application/interview
Energy, perseverance, and resilience	✓	Interview/reference
High expectations of self and others	✓	Interview/reference
Self-confidence, enthusiasm, commitment, and determination	✓	Interview/reference
Intellectual ability	✓	Application/interview
Reliability, loyalty, and integrity	✓	Reference
Ability to manage setbacks positively	✓	Interview/reference
Ambition and potential for further career progression	✓	Application/interview
Excellent record of attendance and punctuality	✓	Reference

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 2025

Hammersmith Academy is celebrating another year of strong GCSE results, laying the vital foundations for students to thrive in the Academy's Sixth Form and beyond. This success equips them not only to excel at A-Level, but also to progress into top universities, highly competitive degree apprenticeships, and ultimately to embark on fulfilling and rewarding careers.

Overall, 77% of all grades awarded are at grades 9-4, 63% of all grades are at 9-5, and 27% (over a quarter) of all grades at 9-7.

Core subjects remain impressive among the standout statistics, with 78% of all students achieving a strong pass, grade 9-5 in English and 60% of all students attaining a grade 9-5 in Mathematics.

Sciences and the arts continue to excel, with 41% of students achieving a grade 9-7 in Biology and Physics, 48% in Chemistry, and an exceptional 100% of students achieving a grade 9-5 in Drama.

This set of results ranks Hammersmith Academy within the top 15% of schools nationally for overall student progress, demonstrating that our students consistently make greater academic gains here than the average elsewhere.

These results are particularly impressive when considered in the context of Hammersmith Academy's fair-banded intake, which welcomes students from across all ability groups. By ensuring a genuinely comprehensive cohort, the Academy demonstrates the impact of its teaching and support in helping every student, regardless of starting point, to achieve success and build the foundations for their future.

These results are not just an endpoint but a springboard. Hammersmith Academy's curriculum is curated to prepare students for the real world, nurturing the skills and ambition needed to succeed at every stage of their education. The journey from GCSE success to A-Level achievement is clear, as demonstrated by this year's Sixth Form leavers, who went on to secure top courses at Russell Group universities, Oxford, and competitive degree apprenticeships with leading employers.

Examples of GCSE Standout Successes

- OBS was the Academy's top performer, scoring an outstanding 9 grade 9s and a grade 8. She enthused, "I'm completely over the moon with my GCSE results, I worked as hard as I could and it honestly couldn't have gone better. None of this would have been possible without my amazing teachers, who were always there to support me and help me improve. Now I'm excited to push myself further, take on new subjects in Sixth Form, and aim for equally strong A Level results."
- NLK secured an equally impressive 9 grade 9s. He said, "I feel ecstatic and really proud of my results. They reflect all the hard work and consistency I put in throughout the year and I'm

so grateful to my teachers for motivating me and pushing me to do my best. Now I'm excited to focus on the subjects I love most in Sixth Form and take on the new challenges ahead."

- MLA achieved 8 grade 9s and 3 grade 8s. She added, "The focused exam lessons and endless essay practice made the real difference, even if they weren't always fun at the time, because they meant I could actually retain and use the knowledge. Like many others, I struggled with motivation and last-minute revision stress, but in the end I had to trust the work I'd put in over the years. Looking ahead, I'm excited about pushing myself further in Sixth Form and gaining the satisfaction of achieving strong results in the subjects I love."
- IO attained 7 grade 9s and 3 grade 8s.
- CRF accomplished 7 grade 9s and 2 grade 8s.
- SM secured 5 grade 9s and 4 grade 8s, he said, "My results really reflect the hard work I put in, with my parents making sure I never took my foot off the gas. My teachers also provided excellent resources that made a big difference. GCSEs were the first big challenge and I'm excited to carry this momentum into my A Levels. It wasn't always easy and I learned that with a lot of hard work, and some sacrifices you can achieve your goals."
- AL was awarded 3 grade 9s and 5 grade 8s. He commented, "I'm really pleased with my results and content with the outcome. The after-school intervention sessions helped me a lot throughout the GCSE process, and I'm especially proud of how much progress I made in Maths by working hard in lessons and practising past papers. I'm now looking forward to continuing my education with A Levels and seeing what the future holds. My advice to future students would be to keep working hard but not to stress too much along the way."

A-Level Results 2025

A-Level results continue to excel, with 50% of all grades awarded being A*–B, and impressively 75% at A*–C, improving further upon last year's achievements.

Multiple subjects achieved outstanding results, highlighting the breadth of excellence across the Academy's curriculum. In Psychology, 71% of students secured a grade B or above. Sociology saw 73% at B or higher, while Economics achieved an impressive 69% B and above. In Politics, 61% earned a grade B or higher. Creative subjects also shone, with Art seeing 79% of grades at B or above, and Further Mathematics, a traditionally challenging subject, securing 83% at B or higher.

Vocational course results are even more impressive demonstrating that vocational pathways are an equally powerful route to university and career success. A noteworthy 62% of all BTEC grades were at Distinction* or Distinction level, with 100% of students achieving Merit or above. Standout courses include BTEC Business, where 67% of grades were Distinction or higher, and BTEC Sport, with a remarkable 71% at Distinction or above.

This year's cohort proves that academic success at Hammersmith Academy opens the door to exceptional real-world opportunities. From Law at King's College London, Japanese & Linguistics at University of Edinburgh, and Fine Art at the University of Oxford to Product Design at the University of Leeds, Neuroscience at University of Exeter, Game Development at Kingston University, Interior Design at University of the Arts London, Computer Science at Queen Mary University of London and University of Bath, and highly coveted Marketing Degree Apprenticeship with L'Oréal and Civil Engineering Degree Apprenticeship with National Highways, our students have secured places across a vast range of subjects on some of the most competitive courses and programmes in the country.

These outcomes highlight the Academy's expertise in guiding students towards a diverse range of destinations, from Oxbridge and Russell Group universities to industry-leading degree apprenticeships that are more sought-after than ever. Through specialist teaching, personalised careers support, and a deep understanding of each student's ambitions, we ensure every individual has a clear route to success.

Examples of A-Level Standout Successes:

- Head Student, AA was this year's highest achiever with A*A*A*B and will study Mathematics at University of Bath. She said, "Balancing the demands of four A Levels, extracurricular activities, a part-time job, and my personal life was one of the toughest parts of Sixth Form, the support from friends and teachers at Hammersmith Academy has been incredible, they've been there for me every step of the way, and I couldn't have achieved these results without them. My advice to future students is to make the most of the help available, because the teachers here are fully invested in helping you reach your goals."
- Head Student, MS followed closely with an impressive A*A*A and will go on to Queen Mary University of London to study Mathematics. He said of his time, "The most important thing at HA that helped me achieve my goals was definitely the teachers. All my teachers were great and made extra effort to help us, from running interventions to marking answers outside of lessons. A special thank you to the maths department. I went into their office five times a day during exams and they always gave help no matter what, which I really appreciate. I enjoyed A Level Maths, so I'm actually looking forward to doing some harder maths at Uni and hopefully getting my degree in it!"
- GM continues the Academy's tradition of sending students to Oxbridge by attaining AAA and goes on to read Fine Art at University of Oxford. She commented, "I'm so excited to finally be going to University of Oxford after years of hard work. All my teachers and the Careers Team have helped me so much throughout my journey, and I'm incredibly grateful for their support."
- Sibling success continued with LM attaining A*Distinction*B to study Product Design (Industrial) at University of Leeds.
- SH has secured his place at University of Edinburgh to study Japanese & Linguistics. He added, "I feel both grateful and relieved to have secured my place at university. The Academy provided ample support by paying for resources along with the tireless support from my teachers which played a huge role in my success. I'm excited to study subjects I couldn't take in Sixth Form and to make the most of my Year Abroad in Japan."
- MS secured A*A*A to read Law at King's College London.

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 day 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 standalone!

50 REASONS TO WORK AT HA

- Providing refreshments, breakfast, and lunch 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.



<https://www.hammersmithacademy.org/parent-portal/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:** Monday, 23rd February 2026 – 9.00am
- **Interviews:** To be confirmed

Additional Information

- 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 2025*, 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.