HAMMERSMITH Academy

HEAD OF GEOGRAPHY

Candidate Information Pack

April 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.

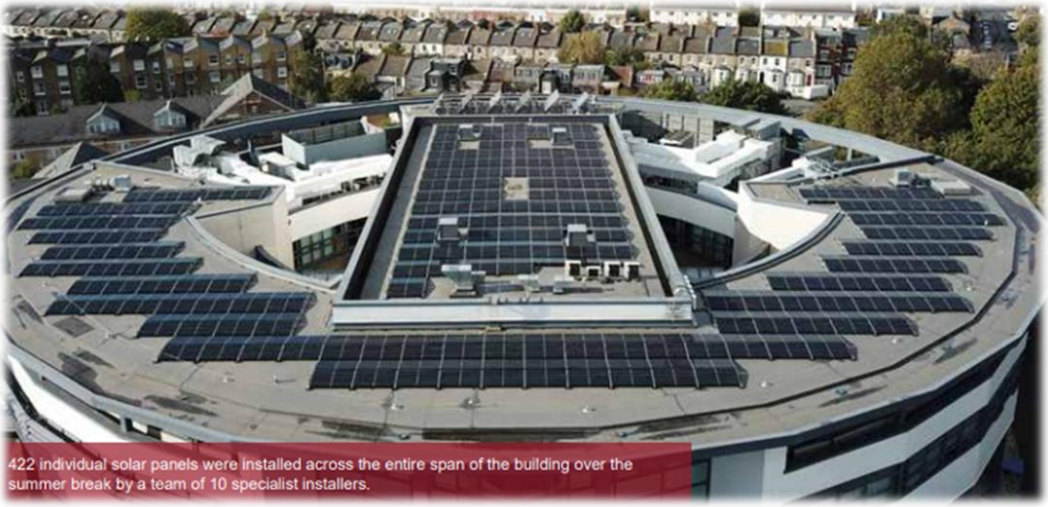
A more detailed Vision and Ethos statement is included later in this pack.

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

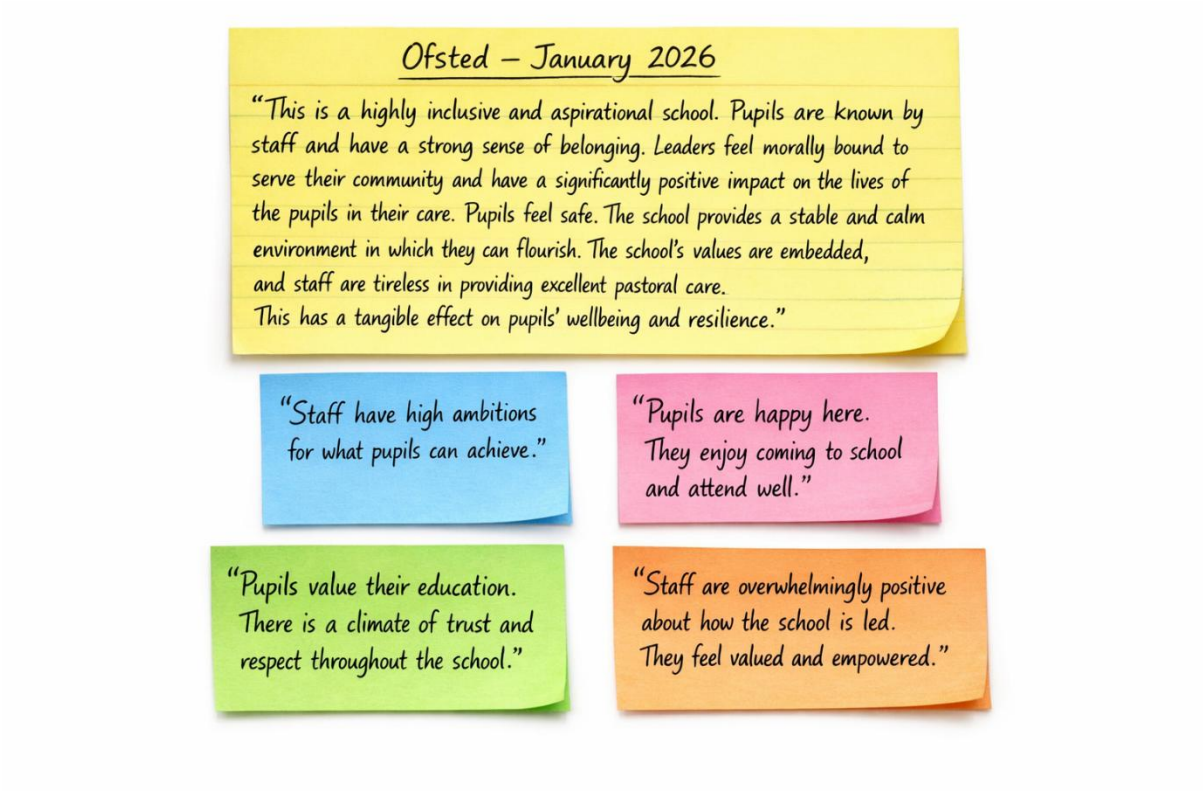


Click here for a virtual tour of the Academy: https://www.hammersmithacademy.org/about-us/virtual-tour/

APPOINTMENT OF SUBJECT LEADERS

The Headteacher and Governors of Hammersmith Academy Trust invite applications from exceptional candidates for the role of Head of Geography. We are looking for a dynamic and well-qualified specialist who is dedicated to achieving high standards and nurturing each student's potential.

About Hammersmith Academy



What We Offer:

- **Professional Growth:** This role provides an excellent opportunity for personal and professional development, including curriculum and pastoral leadership, with potential for academy-wide responsibilities.
- **Inspirational Environment:** Our academy has been recognised by Ofsted in January 2026 as a highly inclusive and aspirational school, where leaders feel morally bound to serve their community and staff feel valued and empowered and are overwhelmingly positive about how the school is led.
- **Collaborative Culture:** Our subject leaders work collaboratively to design a curriculum that integrates essential ideas and concepts, fostering a rich learning environment.

What We Seek:

- **Visionary Leadership:** You will be an outstanding leader with high expectations, capable of motivating students and staff to achieve exceptional standards. Your innovative approach will cultivate a love of learning and success.
- **Student-Centric Approach:** You should be committed to engaging, stretching, supporting, and challenging all learners, accurately assessing their progress and ensuring their maximum achievement.

- **Inclusive Ethos:** A dedicated teacher who believes in providing an outstanding education for all students, supporting our inclusive ethos, and creating opportunities for all to excel.

Our Commitment to Wellbeing:

We prioritise staff wellbeing through a supportive school community. Our vision is to create an environment characterised by caring relationships and meaningful engagement, promoting health and wellbeing for all.

Are You the Right Fit?

- Are you a highly motivated and outstanding classroom practitioner with a strong presence?
- Do you have a passionate belief in the potential for all students to succeed?
- Are you a conscientious and enthusiastic team player ready to lead a vibrant department?

If you are ready to share our passion and ambition for providing an excellent education, we look forward to hearing from you.

THE POST

As Head of Department, you will need to demonstrate the following in the development of a successful Academy in line with the sponsors' vision:

- Leadership, vision and drive to raise educational standards
- 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
- Provide excellent leadership which promotes the highest standards of teaching in the subject area
- The ability to combine clear vision and the translation of ideas into action
- Commitment to the benefits to students of a longer taught day and an extensive enrichment programme
- Determination to achieve ambitious targets and outcomes
- Responsibility and accountability for all decisions taken
- Ability to work effectively with others and represent the Academy to the local and wider community
- Lead, develop and implement 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
- Secure excellent progress and attainment of students in the subject area
- Play a role in the leadership of the pastoral structure within the academy
- Develop and implement policies, plans, targets and practices within the context of the Academy's vision and ethos

HEAD OF GEOGRAPHY
SALARY: INNER LONDON MPS/UPS
£40,317 - £62,496
TLR 2B - £6,067
REQUIRED: September 2026

SUBJECT LEADER JOB DESCRIPTION

Accountability
You are accountable to the Head of Faculty of Humanities for all work undertaken.

Leadership and Management

- Lead the Geography team together with the Head of Faculty by providing a professional, positive, pro-active and creative approach
- To participate in the Performance Management process as a reviewee and, where appropriate, as a reviewer and to support staff in achieving their Performance Management targets
- Support the Head of Faculty in implementing whole school practice
- Promote the well-being/morale of colleagues and resolve any conflict/difficulties between them
- Support the Head of Faculty to tackle underperforming teachers/colleagues and support, manage and delegate job roles within the Faculty
- Represent the views of the Faculty in different forums
- With the Head of Faculty, contribute to whole school strategic planning where appropriate
- With the Head of Faculty, manage Geography finances and resources
- To be aware of the health and safety of all members of the school community and to deal with or report any areas of concern immediately
- To complete any additional responsibilities as required by the Headteacher

Achievements and Standards

- To lead and assure the attainment and progress of Geography students
- Analyse baseline data and exam results to ensure students and staff are working towards aspirational targets in Geography
- To ensure that appropriate assessment strategies are implemented and fully understood by parents, students, teachers and external partners
- Track and monitor individual students and different cohorts of students and make appropriate interventions to tackle under-achievement of students' work
- Monitor the quality of achievement through sampling student work and ensure that benchmarking of students is implemented within the department in line with Faculty expectations
- Support the Head of Faculty to take responsibility for overall behaviour management within the Faculty to ensure a safe, secure and structured learning environment

The Quality of Provision

- To ensure that in Geography provision is made for all students to satisfy the requirements of Key Stage 3, Key Stage 4 and Post 16 work (or relevant phase as appropriate) and to provide the latest learning resources for students and teachers

- To review the curriculum in light of governmental changes or improvements to benefit students' engagement and achievement

- Lead departmental subject analysis, self-evaluation and update DDP in the light of departmental self-evaluation, whole academy self-evaluation and ADP
- Model effective learning and teaching and to act as a team leader in preparing modules for the curriculum
- Observe and review the quality of teaching in the department and the Faculty
- Be visible on corridors and ensure transitions are smooth (supporting teachers with line up)
- Identify and implement strategies for raising attainment in Geography with the relevant departments - particular focus on book scrutiny; literacy and differentiation etc.
- Lead rewards for Geography; letters home, certificates, corridor displays
- Support the Head of Faculty in Faculty meetings by organising the sharing of good practise across the department - in particular on Geography
- Promote a stimulating learning environment which encourages students to learn with attractive and well-kept displays
- Promote cultural entitlement through the provision of a broad range of enrichment activities including the organisation of trips for Geography

Professional/Personal Development and Well Being

- Develop a team ethos in the department and across the Faculty
- Provide opportunities for staff to discuss their own personal development and well being
- Lead on induction for new staff and beginner teachers - in terms of how to teach Geography, understand policies we follow, and expectations for lesson delivery, marking and feedback
- Support staff in receiving appropriate CPD and career development which meets the needs of both the individual, the Faculty and the school
- Assist with the appointment of new staff, where appropriate
- Support Faculty staff who may have to deal with challenging parents

Learners, Parents/Carers and Stakeholders

- To carry out any pastoral support roles (including being a tutor) as required
- Evaluate the views of students, parents and stakeholders and act on recommendations where appropriate
- Liaise with parents, carers and stakeholders in order to facilitate the flow of information about students
- Make presentations to all stakeholders

HAMMERSMITH Academy

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	✓	
Leading and managing others	✓	
Raising levels of achievement	✓	
Leading innovative curriculum development	✓	
Organising and delivering INSET		✓
Managing and involving 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 lead and manage others to work towards common goals		
Secure commitment to the aims and objectives of the subject	✓	
Prioritise, plan and organise	✓	
Deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement	✓	
Acknowledge and utilise the experience, expertise and contribution of others	✓	
Set standards and provide a role model for students and other staff	✓	
Devolve responsibilities and delegate tasks, as appropriate	✓	
Seek advice and support when necessary	✓	
Command credibility and use your expertise to influence others	✓	
Make informed use of research and inspection findings	✓	
Apply good practice to and from other subjects and areas	✓	
A commitment to excellence and working in partnership	✓	

	E	D
A commitment to contributing to completion of professional duties and the work of teams	✓	
Proven ability to make decisions and solve problems		
Judge when to make decisions, when to consult with others, and when to defer to the Senior Leadership Team	✓	
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, subject management and involvement in Academy development	✓	
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	✓	
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 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 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.

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, 20th April 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.