

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.