

Aquinas College recruitment information for candidates

Interview process

The interview process at Aquinas will include the following:

- Observed lesson of 20 or 30 mins (2 observers)
- Subject specific task: usually involves marking exemplar student work, giving feedback and identifying how you would get students to respond to the feedback given
- Reflection on your lesson and task
- Interview

Please note students address teachers by their first name

Information about the college

1. Timetable

The college days are:

9 am - 4 pm each day, excluding Tuesdays

9 am - 4.30 pm on Tuesdays (this includes 3.45 - 4.30 pm departmental meeting Curriculum Planning Time or CPT)

A typical FTE (full time equivalent) teacher's timetable will include:

- 4 teaching blocks (3x 1.5 hour lessons per class)
- 3 x 45 min periods of Core teaching (Tutor group and Core RE)
- Up to 3 x 45 min periods of enrichment/ core (e.g. EPQ, Aspire, sports and leisure activities)
- OR 5 teaching blocks (no core)
- 3 hours of departmental / referral / support time

Part-time teachers' timetables may or may not include core or enrichment teaching.

2. The College LTA Focus

The college LTA focus is on **reflective practice** for teachers and students through a metacognitive approach. There is a strong focus on developing students' knowledge and skills through effective scaffolding and modelling, regular practice, effective feedback and the facilitation of student response to feedback that leads to progress over time. Teachers are required to set high expectations and to challenge students to strive towards aspirational outcomes.

Lessons at Aquinas College incorporate reflective practice and the LT&A essentials, please click on the link to view these, and/or see below: [LT&A essentials](#)

3. Aquinas LT&A Essentials

- Be **consistently ambitious** for all students and their potential
- **High expectations** of students - both attitude to learning and behaviour
- **Clear planning and structure with logical sequencing** to develop the building and
- recall of knowledge, understanding and skills
- **Assessment** throughout each lesson
 - **Regular checks on learning** before changing task or moving onto new ideas
 - **Misconceptions identified, highlighted and addressed**
 - Lessons **adapt in-line with AfL** (including questioning) and **AofL to bridge gaps /stretch students further**
- **Regular, clear and specific feedback** to enable students to progress and improve their work
- **Stretch and challenge for students of all abilities**, students are accountable and encouraged to think deeply, explain and expand their ideas / answers and problem-solve
- **Regular practice of skills and application of knowledge**
- **Opportunities** for students to **learn the study skills** to enable them to **work effectively outside the classroom**
- Embedding and promotion of the **6 Habits of Successful Learning** in the planning and delivery of courses to strengthen learning inside and outside the classroom. (The 6 habits of successful Learning; Retrieval Practice, Interleaving, Elaboration, Cognitive Load, Spaced Practice, Dual Coding)
- Opportunities for students to **link learning to the wider world**

4. Learning and Progress Cycle

