



COLLEGE ACADEMIES TRUST

Recruitment Pack

Teacher of Science

Closing Date: Friday 9th December 2017, 9.00am

Interviews: Week commencing 12th December 2016.



THE DISCOVERY
ACADEMY



The
academy STAKE-ON-TRENT



MAPLE COURT
ACADEMY



COLLEGE



Sponsored by

Stoke on Trent
College

www.academiestrust.co.uk

A Message from the Group Chief Executive

Dear Applicant,

Thank you for downloading this application pack and for your interest in becoming a Teacher of Science for the Discovery Academy, part of the College Academies Trust in Stoke-on-Trent.

Our Trust is sponsored by Stoke-on-Trent College and currently consists of five academies:

The Discovery Academy - Age 11 -16

The Excel Academy - Age 11 -16

Maple Court Academy - Age 4 – 11

Stoke Studio School for Construction

Stoke Studio School for Engineering

We are ambitious and seek to secure the very best outcomes for all our learners, developing pathways from Early Years to Post 16 and beyond. Our ethos is based around nurture and encouragement to drive outstanding achievement – this not only applies to our students but also our staff. Through continual professional development and extensive pastoral programmes, we strive to create an environment which enables staff to set their own goals and develop themselves as professionals.

Our Governors are challenging and supportive and all of our staff are committed and dedicated to providing the highest standards of education to all of the young people in our academies.

We are looking for dedicated and enthusiastic professionals to join our highly skilled staff and help deliver outstanding educational experiences for the young people of Stoke-on-Trent.

I look forward to receiving your application and meeting you soon.

Yours faithfully,

Mrs S Robinson
Group Chief Executive

The Context

The City of Stoke-on-Trent is in the West Midlands and has a population, of 249,000, which is predominately white British but with a significant minority ethnic community. Ambitious plans are underway to transform the City through major investment in health, housing, economic development, and education. The 'Potteries' as Stoke-on-Trent is affectionately called is renowned for its world class ceramics industry and industrial heritage.

The City boasts a strong cultural tradition, a Premier League football team and easy access to beautiful countryside.

With a 10% increase in the number of children, education is of critical importance to the future prosperity of the City, and the BSF programme has established excellent facilities for our young people.

A regeneration programme 'Mandate for Change' is driving major improvements. A third of the City is green space making Stoke-on-Trent a great place to live, work, study and visit.

About the Sponsor

The sponsor for the Academy is Stoke-on-Trent College.

Stoke-on-Trent College is a large further education college committed to supporting the regeneration of Stoke-on-Trent by the provision of excellence in education and raising aspirations across the City. The College has a significant understanding of the needs of local learners and supports students to achieve high levels of success. The College has been awarded the Training Quality Standard and has extensive employer engagement links; working with over 500 companies. The College will ensure that the College Academies Trust is able to benefit from its extensive business links and that students are able to access work placements and work experience opportunities in innovative and enterprising environments.

The College also plays a significant part in the local community and is a key partner in the University Quarter shared developments involving the College, Staffordshire University, and Stoke-on-Trent Sixth Form College. Stoke-on-Trent College is in a unique position to be able to support the aspirations and the work of the College Academies Trust.

What is an Academy?

An Academy is a publicly funded state school, with an independent Governing Body accountable to the government, which provides free education for students of all abilities in its local and wider communities. Whilst Academies are independent of the Local Authority, they are nonetheless part of the wider family of schools and other educational institutions in their area.

Academies are established by sponsors from a wide range of backgrounds who are responsible for securing the very best education for students in their communities in partnership with the Principal and the Academy Leadership Team.

CAT Aims & Vision

- To create a network of Academies that provides excellent academic tuition and outstanding vocational experiences.
- To provide children and young people with a full range of pathways from early years to post 16.
- To inspire all children and young people to aim high.
- To close the gap in life chances between those who are disadvantaged and those who are not.
- To involve employers in creating innovative learning experiences.
- To make sure that young people have the skills for the modern workplace.
- To provide extensive information advice and guidance for young people to become well rounded adults, that contribute to society as highly employable responsible citizens.

In a CAT Academy

Our

- Children and young people develop strong literacy, numeracy and employability skills
- Children and young people enjoy innovative learning experiences, including sport and the arts which lead to high levels of success
- Children and young people's progress is always tracked and monitored and no one falls behind
- Children and young people understand the pathways open to them. Through our Academies the gates to next steps and phases are opened
- Children and young people, parents and staff feel valued, safe, supported and have a voice
- Children and young people have the best staff and Academy leaders as their role models
- Children and young people enjoy inspirational learning environments which are safe, well maintained and constantly improved
- Children and young people enjoy the best catering and nutrition
- Staff have an entitlement to first class training, coaching and support
- Staff have opportunities to progress from the start of their career onwards
- Employer partners contribute to curriculum design
- Governance is strong, challenging and supportive

Our Academies

The Discovery Academy

Our largest Academy opened in September 2011 and moved into a new £25 million accommodation in September 2013. Student numbers are increasing and attainment for all students is improving rapidly. The highly qualified and committed staff are currently working on a School Improvement Plan designed to achieve a 'Good' judgement from Ofsted in 2016.



The Excel Academy

Holden Lane High School converted to become the Excel Academy in March 2014 and has consistently been one of the highest performing academies in Stoke-on-Trent. Student numbers are increasing steadily and the newly established post 16 provision is offering a range of A-Levels. The predecessor school was judged 'Good' by Ofsted in October 2013.



Maple Court Academy

Maple Court is a large primary academy with over 400 pupils located in the Bentilee area of Stoke-on-Trent. Pupils historically enter the academy with very low literacy and numeracy skills and this has previously limited the progress they have made. However the new Principal as well as the Senior Leadership Team and Governors have seen significant investment in buildings and facilities over the past two years which has established higher expectations and resulted in rapid progress being evident across all year groups.



Studio Colleges

The two Studio Colleges, CAFE and MADE were established in 2012 and 2013 and offer high quality vocational pathways for students aged 14-19. Recruitment has proved challenging but recent changes to staffing, and a new marketing strategy is beginning to have an impact. Most pre 16 students join from the partner academies, Excel and Discovery, while post 16 students join the Studio College from across the City. CAFE was judged 'Good' by Ofsted in February 2014 while MADE was judged to be 'Requires Improvement' in June 2015.



Wider Federation

Currently two primary schools in the North of the City, Sneyd Green and Milton Primary are members of the Wider CAT Federation enabling them to access a range of services provided by the Trust whilst remaining a Local Authority school.

In total, over 2500 students aged 4-19 are currently on roll in our Academies, with another 800 in the Wider CAT Federation.

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

The College Academies Trust wishes to appoint an experienced and suitably qualified Teacher of Science to support the work of the Trust.

PURPOSE OF POST

- To maintain and/or raise standards of student attainment and achievement within their taught classes and other learning activities and to monitor and support student progress.
- To be accountable for student progress and development within their taught classes.
- To develop and enhance their own teaching practice to achieve high standards.
- To ensure a high quality delivery of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying in their classes, in accordance with the aims of the Academy and the curricular policies.
- To effectively manage and deploy support staff, financial and physical resources to support the designated curriculum portfolio.
- To monitor and support the overall progress and development of students as an academic progress tutor.
- Responsibility for the provision of a full learning experience and support for students within subject area, liaising with the Executive Principal, Senior Leadership Team, Head of Faculty and other Subject Leaders, Achievement Leaders, SENDCO, and relevant staff with Academy responsibilities, relevant support staff, LA representatives, link governor, external agencies and parents/carers.

DUTIES

Key Roles

- Through effective teaching secure successful outcomes for learners such that they enjoy and achieve when compared to indicators used by the Academy and external bodies.
- Use challenging targets to raise standards for all learners and eliminate low attainment among particular groups and individuals.
- Support the drive to develop, implement, review and improve teaching and learning to ensure that each student thrives, exhibits outstanding learning behaviours and achieves positive progression.

High Standards of Teaching and Learning

Teachers are accountable for the setting of targets for improvement and delivering effective teaching and learning that secures high standards of students' achievements. The following identify aspects and prompts that will enable teachers to carry out their role:

- Role model
- Implementation of national strategy (e.g. Pedagogy/methodology)
- Self-evaluation
- Ambience/climate for learning
- High expectations
- Learning styles and thinking skills
- Use of data analysis
- Marking and assessment

- Reporting
- Planning, schemes of work
- Meet the needs of all students (including management of behaviour and its impact on learning)
- Intervention strategies (e.g. booster classes, use of National Strategy resources)
- Educational enhancement (e.g. trips/visits)

Student Outcomes

- Key Stage 3
- Key Stage 4
- Behavioural standards
- Extra-curricular activities
- Examinations/ accreditations
- Attendance and punctuality

Duties as an Academic Tutor

- Maintain discipline and acceptable standards of conduct.
- Establish a positive rapport with students to develop their social and academic potential and be a main source of reference for students.
- Mark the Tutor Group register, ensuring absences and lateness are accounted for and appropriate actions taken to ensure high attendance and punctuality.
- Compile reports, profiles and references on students as required.
- Monitor students' home study, the teaching of tutor group periods, escorting the tutor group to assemblies and attending tutor meetings called by the Team Leader.
- Track students' academic progress and maintain close contact with parents and other agencies.

Other professional requirements

- Establish and maintain effective working relationships within the team and also other colleagues and clients/ partners of the Academy.
- Be responsible for own professional development and proactive in their own performance management.
- Participate as required in meetings with colleagues in respect of their post, duties and responsibilities.
- Any other duties and responsibilities within the range of the salary grade.

General

- The duties and responsibilities of the post will be subject to those detailed in the Academy contract issued to all teachers.
- This Job Description does not define in detail all the duties/responsibilities of the post. It will be reviewed at least once a year as part of the performance management process and may be subject to modification or amendment after consultation and agreement with the post holder
- Staffs' individual priorities for each academic year will be identified through team plans. It is the responsibility of each individual member of staff to meet the agreed targets within the context of the Academy's improvement plan.
- Team priorities for each academic year will be identified through the Academy's improvement plan. It is the responsibility of the Head of Faculty to ensure team plans are implemented, monitored and reviewed and for individual team members to meet the targets set.

Sick and holiday pay are in accordance with statutory requirements.

Person Specification

APPOINTMENT OF: **TEACHER AND ACADEMIC TUTOR**

DEPARTMENT: **HEAD OF FACULTY**

MINIMUM ESSENTIAL REQUIREMENTS	MEASURED BY: A) APPLICATION B) TEST/EXERCISE C) INTERVIEW
QUALIFICATIONS/TRAINING It is essential that the post holder has: <ul style="list-style-type: none"> • Qualified Teacher Status. • Graduate status. • A balanced programme of relevant courses undertaken. 	A
EXPERIENCE/KNOWLEDGE: It is essential that the post holder has: <ul style="list-style-type: none"> • Training and experience across the secondary phase in specialised subject area. • Experience of successful management of change. • Proven effectiveness as a teacher. • Experience in the practical application of learning. 	A & C
SKILLS AND ABILITIES: It is essential that the post holder has: <ul style="list-style-type: none"> • Ability to support teaching across the Academy. • Ability in understanding of good assessment and its implications for planning and teaching. • Evidence of successfully implementing strategies for raising standards. • Knowledge of assessment across vocational and G.C.S. E. Specialist subject(s). • Ability to communicate effectively both orally and in writing. 	C
It is desirable that the post holder is/has : <ul style="list-style-type: none"> • A self-starter with vision and imagination. • Ability to take risks. • Strong awareness of Health and Safety issues. 	A & C
ADDITIONAL FACTORS: It is essential that the post holder has: <ul style="list-style-type: none"> • Ability to lead and motivate staff and students. • High expectations personally for students and staff. • Commitment to equal opportunities policies. • Good organisational skills. • Ability to work to agreed targets and deadlines. • Ability to work under pressure and be flexible. • Integrity, loyalty, sensitivity and a good sense of humour. 	C

How to Apply

If you decide to apply for this post please complete an application form: curriculum vitae alone will not be accepted. Your formal letter of application (supporting statement) should be **no longer than 2 sides of A4** and should address:

- Why the post attracts you
- How your experiences and achievements match the job and person specification

Please return your completed application to: apply@collegeacademiestrust.co.uk

Please note, it is the policy of The College Academies Trust to contact shortlisted candidates only.

Key Dates

Closing Date: Friday 9th December 2016, at 9.00am.

Interviews: Week commencing 12th December 2016.

The College Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Candidates called for interview will be required to provide photographic proof of identity, proof of address and original qualification documents.

This post is subject to an Enhanced DBS Identity Check under the rehabilitation of Offenders Act (1974).

Applicants are required to declare any pending criminal prosecutions they have as well as any spent criminal convictions, cautions, reprimands and final warnings as defined under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. The only exception to this requirement is that applicants do not need to disclose any 'protected' cautions or convictions as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013. Guidance and criteria on the filtering of these 'protected' spent convictions and cautions can be found on the [Disclosure and Barring Service website](#). The onus is on the applicant to check the Disclosure and Barring Service website for this purpose when completing the declaration. Any disclosures made must be recorded with full details in a separate, sealed envelope marked with your name. 'Confidential Criminal Record Declaration', and 'For the attention of the Principal, For the Addressee Only' and enclosed with the application. In accordance with statutory requirements, a conditional offer of appointment will be subject to satisfactory enhanced DBS clearance and although a criminal record may be held this will not necessarily debar an applicant for consideration to the appointment, failure to disclose however may result in the withdrawal of any job offer in relation to this.

Academy Location

Discovery Academy: Discovery Drive, Stoke-on-Trent, ST2 0GA

Excel Academy: Milton Road, Sneyd Green, Stoke-on-Trent, ST1 6LG

Maple Court: Beverley Drive, Bentilee, Stoke-on-Trent, ST2 0QD

Stoke Studio School: Floor 2, A Block, Moorland Road, Stoke-on-Trent, ST6 1JJ

Additional Information

Ofsted Reports: www.ofsted.gov.uk

Information on the Sponsor: www.stokecoll.ac.uk

Information about Stoke City council: www.stoke.gov.uk