





KING SOLOMON ACADEMY

Lead Teacher of Politics

Candidate information brief

March 2018

Dear candidate,

Thank you for taking the time to find out more about King Solomon Academy and the possibility of joining us. Included in this information pack is information about the academy and the role of Lead Teacher of Politics.

King Solomon Academy is achieving remarkable things. In our first four years of GCSE results we have regularly achieved nationally ground-breaking outcomes, including being the top 1% for pupil progress every year, and in three of the last four years we have been in the top 10 schools in the country.

This role offers a unique opportunity to contribute to the development of our outstanding all-through school, which seeks to redefine what is possible for a school serving an inner-city community.

We are recruiting for an enthusiastic and talented teacher and leader of Politics to join our passionate team. At King Solomon Academy, Politics is a rapidly growing subject. Driven by a highly effective relationship with the Politics and International Studies department at Warwick University, Politics is a crucial component of the Humanities Department at King Solomon Academy. As a subject taught explicitly only in Sixth Form, the Lead Teacher of Politics will play a leading role in shaping the expanding Sixth Form provision at KSA with a move into a new Sixth Form Centre in September 2019 building a great deal of excitement in both the school and the local community.

For the right candidate, there will be the opportunity to discuss teaching and leadership opportunities beyond the politics curriculum both in the Sixth Form and further down the school as we seek to build a politically engaged and politically active student body through all age groups in the academy led by the Lead Teacher of Politics.

To apply, follow the link at http://kingsolomonacademy.org/current-vacancies by **11am** on **Friday 20th April 2018.** For an informal conversation about the role, please contact Shaheen Riaz at s.riaz@kingsolomonacademy.org and 0207 563 6901.

We wish you the best with your application.

Yours sincerely,



Max Haimendorf
Principal

Job Description: Lead Teacher of Politics

Reports to: Head of Humanities
Start date: September 2018
Salary: Ark MPS/UPS (Inner London): £29,377 - £48,814 dependent on experience, plus + TLR 2a (£2,667)

The Role

To develop and manage the exceptionally effective delivery of an outstanding Government and Politics curriculum to ensure all our pupils make excellent progress.

Key Responsibilities

- Be held accountable for the progress of all pupils in the subject across the school
- Constantly improve the quality of teaching and learning in the subject
- Lead the design and implementation of the curriculum and assessment including controlled assessment and examinations
- Be a role model of outstanding teaching in the department
- Maintain regular communication and collaboration with their Ark subject network
- Coach teachers using frequent observations and drop ins to drive development
- Model a nurturing and structured classroom and school environment that helps pupils to develop as learners
- Model excellent pupil discipline and culture inside their classroom and across the whole academy

Outcomes and Activities

Leadership of subject

- Use regular, measurable and significant assessments to monitor progress and set targets
    - Produce periodic assessments with marks schemes
    - Ensure assessments are moderated internally
    - Ensure end of year assessments reflect each pupil's overall level which is both externally valid and provides an accurate baseline for the next academic year
    - Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
- Work in collaboration with classroom teachers and SENDCO to ensure pupils receive high quality interventions
- Through observation and feedback, coach subject teachers to ensure excellent teaching and learning in all lessons, ensuring that classroom teachers are utilising best pedagogical practice
- To develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residential

Teaching and Learning

- Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life
- Meet the needs of all learners by consistently planning and teaching carefully differentiated lessons
- Set and mark appropriate homework

- Use regular, measurable and significant assessments of their teaching
- Complete all reporting on time
- Closely monitor progress and attainment of their pupils and use it to inform their teaching
- Provide content for and where necessary deliver high quality pupil interventions with direction from SENDCO and Head of Department
- Ensure that all pupils achieve academy targets
- Maintain regular and productive communication with parents about their child's progress, behavior and development, including attending after school parent meetings as required
- Organize and participate in exciting and motivating trips and events
- Answer "homework help" phone calls from pupils until 8.30pm as required

Form teacher

(Teachers, including leaders, will sometimes be required to perform the role of form teacher/class teacher)

- Create and sustain a positive class culture
- Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
- Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents
- Write form teacher / class teacher comments in reports

Other

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, eating lunch with pupils, supervising silent sustained reading (DEAR), break supervision and gate duty
- Undertake other various responsibilities as directed by the Principal

Person Specification: Lead Teacher of Politics

Qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

Experience

- Experience of raising attainment in a leadership role in a challenging school
- Evidence of continually improving the teaching and learning of their subject though schemes coaching or staff
- Evidence of leading and teaching KS5 (or a willingness and ability to learn rapidly) is highly desirable
- Evidence of leading and teaching KS2 and below (or a willingness and ability to learn rapidly) is highly desirable

Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them:

Leadership

- Effective team worker and leader.
- High expectations for accountability and consistency.
- Vision aligned with KSA's high aspirations, high expectations of self and others.
- Genuine passion and a belief in the potential of every student.
- Motivation to continually improve standards and achieve excellence.
- Commitment to the safeguarding and welfare of all pupils.

Teaching and Learning

- Excellent classroom practitioner.
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Has good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving up standards of achievement.
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice.

Alignment with KSA vision

- Totally aligned to the value, purpose and principles of all-through education, and ready to take responsibility for their subject area from ages 3-18.
- Relentless drive to do whatever it takes to ensure all students succeed.
- The belief that with the right environment more than 95% of our pupils are able to excel at university.
- The courage and conviction to make a difference.

Communication skills

- The ability to listen and communicate effectively.
- Empathy and the ability to understand the needs, aspirations and motivation of diverse individuals and groups.
- The ability to influence and motivate others.

Problem solving

- Identify, analyse and resolve problems and issues.
- Develop plans with concrete outcomes and effective solutions.
- Evaluate results and identify necessary actions.
- Make fact-based decisions.

Resilience

- Sustain energy, optimism and motivation in the face of pressure and setbacks.
- Stay calm in difficult situations and maintain clarity of vision.
- Be adaptable in the face of adversity.

Results and learning orientation

- Awareness of own strengths and limits.
- Commitment to ongoing improvement and learning.
- A passion for teaching subject.
- Focus on achieving challenging goals and results.
- Resourcefulness and flexibility in delivering outcomes.

Other

- This post is subject to an enhanced DBS disclosure.





Principal – Max Haimendorf

Max Haimendorf graduated from Oxford and joined the first cohort of the Teach First programme, teaching Science in West London. Following work at Teach First central office he joined the consultants Oliver Wyman where he worked in finance strategy. Whilst there he wrote about the importance of small schools in Teach First's first Policy Paper, Lessons from the Front. In 2008 he was appointed as Secondary Headteacher of King Solomon Academy, starting the Secondary part of the school in September 2009. He has now led KSA through two outstanding Ofsted inspections and to achieve the highest GCSE results in the country for a non-selective school in 2015. He became all-through Principal of KSA and Executive Principal of Ark Paddington Green Primary Academy in September 2016.



"We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university."

Head of 6th Form – Richard Tindell



Mr Tindell has previously been Head of Faculty and Head of Business and Economics at schools in Hackney and Enfield, where he joined teaching through the TeachFirst programme. In between his teaching posts, Mr Tindell spent two years as an international development consultant in the field of education, firstly based in Kampala, Uganda working for a charity building low fee secondary schools and then working for national and international agencies on projects in Nigeria, Uganda and Kosovo. Mr Tindell studied PPE at Oxford and holds an MA in Economics and International Development from the IOE. He joined KSA in September 2015 as Head of Humanities and was promoted to Head of 6th Form in June 2016.



Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 36 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.