



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

Head of Year

Are you a driven and ambitious teacher looking for a middle leadership position?

Would you enjoy taking ownership of implementing new ideas and strategies to help raise attainment?

Are you looking for a school with a SLT that will genuinely invest in, support and develop you?

If you have answered yes to these questions, Stockwood Park Academy would love to hear from you!

Due to a restructure of leadership from Houses to Year Groups, The Stockwood Park Academy have a brilliant opportunity for a Head of Year to join our dynamic team. We are seeking to appoint 3 permanent Head of Year's to take responsibility for leading our form tutors and raising standards of a specific year group in the Academy. The successful applicant will monitor the academic performance of their students of all abilities and implement strategies to support and improve progress.

It's incredibly important to us here at Stockwood that our Middle Leaders have the right support, trust and autonomy to implement new strategies and that all our staff valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of teachers that have joined us and been given excellent CPD and training that has allowed them to climb the career ladder.

'We recognise talent, recruit for attitude and train you for the skills'

... If you want to be grow and develop in a successful Academy, come and join us at Stockwood Park! Don't just take it from us, listen to what our teachers have to say: <https://youtu.be/48wDNtOOKzU>

Job Specifics:

- **Start Date:** September 2018
- **Salary:** Main Pay Scale / Upper Pay Scale + TLR 1a of £7,699
- **Job Role:** Full time, Permanent

Why work for Stockwood Park Academy:

- £30 million state of the art modern facilities with well-equipped classrooms in an Ofsted rated 'Good' school
- You'll be working alongside a charismatic, supportive and forward thinking Principal with genuine colleagues who want to see you succeed and thrive
- A staff wellbeing team that implements various strategies to boost staff engagement including various activities, events, conferences and many other staff benefits
- Unparalleled CPD and training opportunities with cross trust and national development programs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- To be part of an 11-18 provision with opportunities to teach in the sixth form in for many subject areas
- All teaching staff receive a laptop to use whilst in employment

Here's what Ofsted have to say: *"The Principal and SLT have successfully raised the quality of teaching and improved students' achievement in most subjects including English and Maths. The quality of teachers' professional development is good, leaders have successfully created a good culture for staff development and ensures that teachers are suitably equipped for their subjects and other responsibilities. The behaviour of the students is good, they behave well in lessons and students are proud to be at the academy and enjoy coming".*

Teacher Testimonial: *"I have been at the Academy since 2000, I started as an unqualified teacher and was supported through the Graduate Teacher Programme. Very soon after I gained my QTS, opportunities arose to get into new roles. I started as Gifted and Talented Coordinator, then I became Head of Department for PE and then I wanted to develop into a pastoral role where I became a House Leader. Then came the opportunity to become an Assistant Principal and I was encouraged to go for that role so I took the leap and now I'm the Assistant Principal for Personal Development, Behaviour Management and Welfare. There is a whole range of CPD on offer with a dedicated Teaching and Learning team who will provide personalised CPD, personalised areas for development for members of staff. In addition to that, they have a number of courses they provide, I've gone on the 'Outstanding Teacher Programme' and developed my own teaching and helped me feel secure in the position I was in. Stockwood Park Academy have already begun supporting with my next step up moving into a Deputy Head or Vice Principal role."*

- Iain Temple, Assistant Principal for Personal Development, Behaviour Management and Welfare.

HOW TO APPLY

Closing Date: Monday 26th March at 12pm **Interviews:** As soon as possible

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on www.thesharedlearningtrust.careers.eteach.com.

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please contact Hannah Chandler, Recruitment Officer on 01582 211 226 or email hannah.chandler@thesharedlearningtrust.org.uk.

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

INFORMATION FOR APPLICANTS:
Head of Year



WELCOME TO THE SHARED LEARNING TRUST



Cathy Barr

The Shared Learning Trust has appointed Cathy Barr as its new Chief Executive Officer. Cathy is already part of the Shared Learning Trust's family of schools, having been Principal of the Stockwood Park Academy in Luton for the last five years. The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire: Stockwood Park Academy, the Chalk Hills Academy, the Linden Academy and the Vale Academy. Cathy grew up locally, in Harpenden, and went to school in St Albans. She has almost 25 years' teaching experience under her belt, qualifying in 1993 and joining the team at Stockwood Park (then the Barnfield South Academy) in 2009.

Cathy said of her appointment: "I am thrilled to have been appointed CEO of the Shared Learning Trust. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of two to 18, gets the best possible care and education in our academies."

– We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

WELCOME TO STOCKWOOD PARK ACADEMY



Richard Found

Dear Applicant,

Thank you for your interest in our Academy.

As a new principal, I know well the excitement of considering a new challenge and all that it can bring. We welcome visits to the academy prior to application, as we are proud that:

- Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.
- Our staff are highly qualified and work tirelessly in the pursuit of world-class progress for all of our students.
- The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

If you want to lead in a highly effective team, contribute to raising standards and aspirations of young people then Stockwood Park is the place for you!

We look forward to your application and meeting you soon!

Warm regards,

Richard Found

ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire:

- The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
- The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
- The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
- The Vale Academy, Dunstable, age 4-13, judged 'Good' by Ofsted

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

VISION & VALUES – *'Strive, Achieve, Believe'*

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.



OFSTED AT STOCKWOOD PARK ACADEMY



Leadership and Management: 'GOOD'

- The leadership team are working effectively under the direction of the Principal and Associate Principal. There is a good range of effective professional development opportunities for staff, which are based within the academy. Leaders have successfully created a good culture for staff development.

Behaviour and Safety of Students: 'GOOD'

- The behaviour of the students is good. Students are proud to be at the academy. They wear their uniform with pride. Students make good contributions to their learning and most complete their work with care and attention to how it is presented. Students behave well in lessons, the Academy works very hard to ensure that students whose behaviour is challenging are given good support. One student said, 'The academy has really helped me to improve.'

Quality of Teaching: 'GOOD'

- In most areas, including English and mathematics, there is evidence of good teaching. Teachers have strong subject knowledge, a good understanding of how students learn, and high expectations. Planning is consistent and effective, and, in the main, careful assessment enables the teachers to know the students well

Achievement of Pupils: 'GOOD'

- Students enter the Academy with knowledge and skills that are typically below average for their age and abilities. They make good progress in English, Mathematics, Humanities, and most other subjects. The proportion of students making better than expected levels of progress, given their starting points, are good in both English and Mathematics.

CPD AND TRAINING- *We invest in you!*

All four Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

TEACHER TESTIMONIALS

"What I really felt here more than anywhere else was that the welcome was extremely warm and the team wanted to develop me and nurture me as a leader, a professional and a teacher. They have given me the opportunity to go on to the national leadership course, which allowed me to nurture my own leadership skills and learn a whole host of different things, which I had not had the opportunity to learn before.. At Stockwood, we really believe the CPD should be personalised at whatever level you are at and whatever level you come into the Academy. If you are an NQT or Unqualified, we really nurture the talent you have and we will help you gain QTS and complete your NQT year. We have also put together a rolling CPD programme every Thursday night so that people are really supported. We believe that nurturing talent upwards is really important, whether that's pastoral care, curriculum care, teaching and learning and then moving into SLT. We have middle leader and senior leaders' courses and send people out on National Accreditation. Stockwood Park Academy have really helped me develop my skills and I'm very lucky that I have a team of people that I know I can develop myself and still do my day to day job."

Helen Palmer, Assistant Principal for Teaching and Learning

"Since the first day I walked into my interview and over the past 4 to 5 years, Stockwood Park Academy have provided many opportunities to me. They have been really supportive, the in-house CPD sessions they provide, the leadership from above and the supportive nature of the teams that I have been a part of has really helped me develop my professional conduct, my character and my ability as a teacher and leader."

Joel Toomer, Curriculum Leader for Humanities

JOB DESCRIPTION

Job Title:	Head of Year
Salary Details:	MPS/UPS + TLR 1a (£7,699)
Responsible to:	Principal through SLT Line Manager
Line Manager for:	Year Group and Tutors

BACKGROUND

The core work of school improvement will be driven by the Senior Leadership Team, Curriculum Leaders and Heads of Year. Heads of year will be middle leaders who will take responsibility for raising standards of a specific year group of the school.

CORE PURPOSE OF HEADS OF YEAR

In addition to the generic responsibilities of teaching staff, to be responsible for raising the standards of attainment for all students in the specific year group and to contribute to whole school improvement at a strategic level.

CORE ACCOUNTABILITIES FOR YEAR GROUP

- 1 Responsibility for attitudes to learning
- 2 Responsibility for monitoring student progress and standards of attainment
- 3 Responsibility for students' achievement and welfare
- 4 Responsibility for communications
- 5 Responsibility for staff

KEY TASKS FOR YEAR GROUP

- 1. Responsibility for attitudes to learning in year group**
 - a) Lead staff and students to promote a positive learning culture with high aspirations
 - b) Chair tutor meetings and ensure that academic achievement appears as a core agenda item. Student issues should be discussed if impacting on their learning and the learning of others.
 - c) Promote learning initiatives, developing, where appropriate, with curriculum leaders
 - d) Ensure rewards are issued consistently, celebrate student achievement in public on a regular basis and maintain and up-date student achievement notice boards
 - e) Monitor & promote extra-curricular opportunities including social & charity events
 - f) Plan, develop, monitor and evaluate a relevant, stimulating and coherent PSHE Curriculum and ensure PFL time is effective, including reflection time
 - g) Organise and conduct assemblies that contribute to strengthening a positive learning culture
 - h) Use the accommodation available for students to create an effective and stimulating environment to celebrate learning success across the Key Stage
- 2. Responsibility for monitoring student progress and standards of attainment in year group**
 - a) Monitor the academic performance of students of all abilities using prior data and targets and implement strategies to support improved progress where necessary.
 - b) Monitor work (through book scrutiny and checking planners) on a regular basis to ensure consistency of practice
 - c) Identify students at risk of disengagement and offer appropriate strategies, including the use of

learning mentors

- d) Maintaining an efficient record system, including writing and reviews of PSPs

3. Responsibility for student achievement and welfare in year group

- a) Ensure stimulating and engaging experience for all students in the year group
- b) Promote and develop an inclusive learning environment and provide for the wellbeing of all students
- c) Monitor and implement strategies for improving attendance to meet school targets
- d) Ensure the discipline and behaviour of the year group reflects the high standards expected in our code of conduct
- e) Provide for the learning needs of all students through appropriate differentiation for SEN and G&T
- f) Liaise with the learning needs department (SENCO) to ensure support staff deployed are used efficiently and resources used effectively
- g) Maintain a safe and productive learning environment for all students, dealing with discipline issues following the school's behaviour code to avoid disruption to learning. Co-ordinate detentions and develop the behaviour management skills of tutors
- h) Organise work for excluded students and attend re-admission meetings with prior attainment data

4. Responsibility for communications in year group

- a) Ensure all communications between home and school are logged and acted upon appropriately, within our agreed timescale (response to parents on day of contact)
- b) Be pro-active in developing strong relationships with parents through regular communication
- c) Oversee the production and quality of interim reports and learning review data to parents, co-ordinate learning review days and parent consultation evenings and follow-up issues
- d) Co-ordinate with SLT, any induction or option activities, organising events for students and parents and ensuring appropriate advice and guidance on career choices
- e) Develop careers guidance in conjunction with Careers Coordinator
- f) Ensure staff have up-to-date records on students and are informed of important information on individuals where necessary
- g) Co-ordination with outside agencies as appropriate (e.g. EWO, Ed. Psych. Police)

5. Responsibility for staff in year group

- a) Maintain personal expertise in pastoral care and share it with others
- b) Meet with line manager as agreed to develop year group and plan form tutor deployment and management
- c) Lead and manage a lead tutor and a team of form tutors in the year group
- d) Act as a role model of good classroom practice for other teachers by being effective and pro-active in implementing high quality teaching and learning
- e) Monitor and evaluate standards of teaching and learning across year group, identifying areas for improvement. Conduct lesson observations for lessons in year group and co-ordinate other observations to support development
- f) Induct, support and monitor new tutors
- g) Produce and cost an annual plan that reflects the core priorities of the Annual Development Plan and self evaluation
- h) Support the development needs of tutors and target CPD as appropriate

In addition to these generic head of year responsibilities, there are also year specific responsibilities as outlined in Appendix 1.

Appendix 1: Specific Accountabilities

Year 7

- To play a full part, in conjunction with the AP Transition in the induction of students to year 7.
- To make visits to primary schools for the purpose of meeting students due to transfer to TSPA school at the end of year 6.
- To play a part in the organisation of the year 6 Transition day in July.
- To oversee the settling in of year 7 during the Autumn term to include contributing to the year 7 parent and student welcome events. To lead on the year 7 residential trip

Year 8

- To play a full part in preparing students for option choices and preparation for GCSE's.
- To lead the revision and preparation for end of Key Stage 3 assessments.

Year 9

- To support the entry into GCSE.
- To oversee student progress at GCSE in order to identify underachievement with a view to establishing and co-ordinating improvement strategies in conjunction with teachers and Heads of Department.

Year 10

- To oversee student progress at GCSE in order to identify underachievement with a view to establishing and co-ordinating improvement strategies in conjunction with teachers and Heads of Department.

Year 11

- To lead the revision and preparation for GCSE exams.
- To lead the prom and leavers celebration
- To participate in and support the promotion of the sixth form.
- To sit on SLT meetings for the Spring and Summer Term

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Signed

(Member of staff)

Signed

(Principal)

Date

(Member of staff)

Date

(Principal)

Due to the nature of this job, it will be necessary for the completion of the Disclosure and Barring Service to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

PERSON SPECIFICATION

Heads of Year play a crucial role in the life and success of the school.

CORE FEATURES OF PERSON SPECIFICATION:

- a) The ability to inspire and motivate students to achieve high standards of behaviour and academic achievement
- b) Possess excellent interpersonal and communication skills
- c) Be an outstanding ambassador for the academy
- d) Have energy, commitment and attention to detail
- e) Hold high expectations and aspirations of all students and staff
- f) Be able to lead, develop and manage form tutors
- g) Have a good sense of humour and the ability to diffuse potentially difficult situations with ease
- h) Show an understanding of how an effective pastoral system underpins high academic achievement
- i) Possess excellent organisational skills and an ability to meet deadlines under pressure
- j) Develop an understanding of how schools are managed through whole school policies and strategies
- k) The ability to maintain a whole school perspective on daily routines
- l) Be able to hold people to account

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'