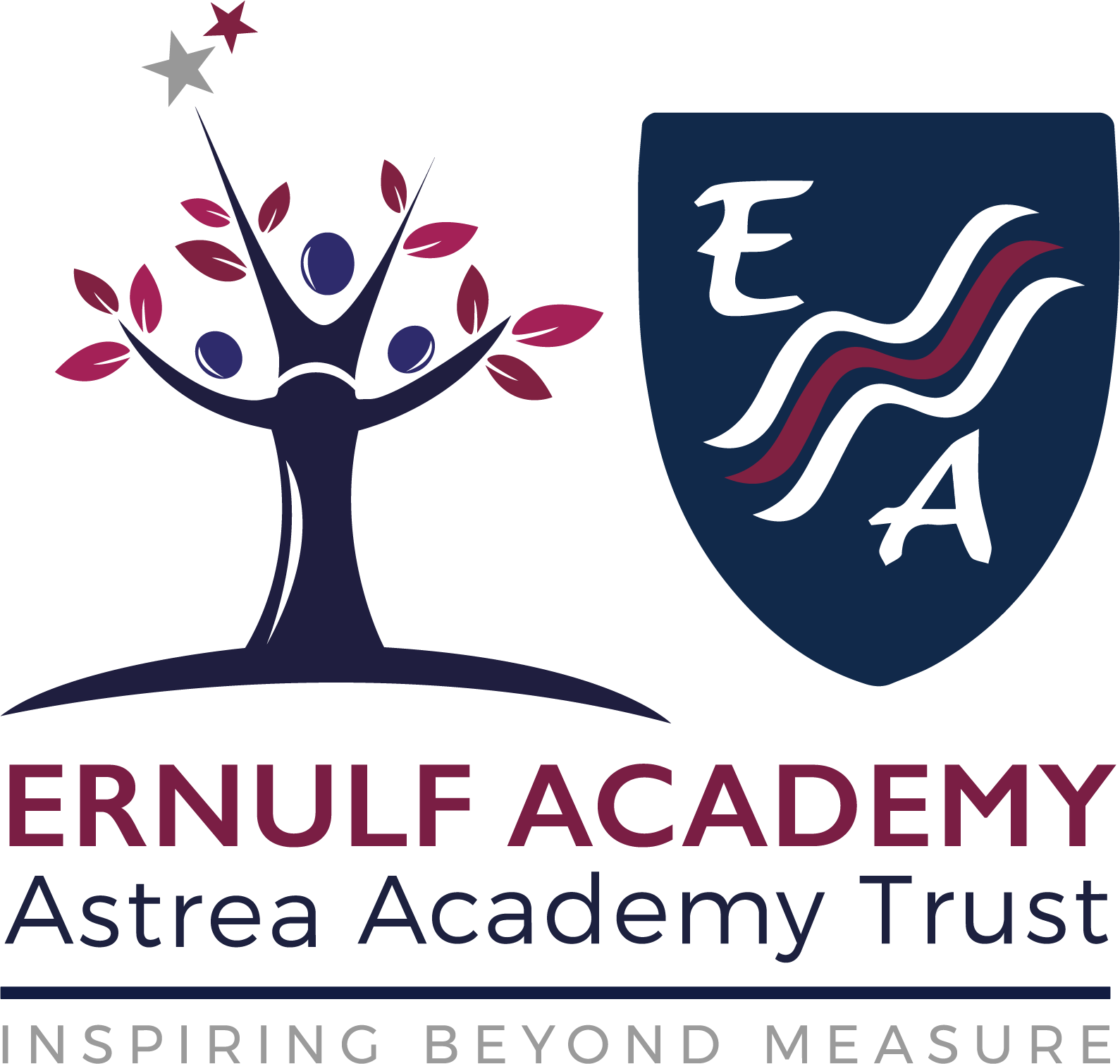
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**LEAD PRACTITIONER ENGLISH**

**Ernulf Academy**

**Recruitment Pack**

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# **Welcome Letter**

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Libby Nicholas**  
Chief Executive, Astrea Academy Trust



**A Warm Welcome from Tracy Brogan, Ernulf Academy**

Dear Candidate,

Thank you for your interest in the role of Lead Practitioner for English. The core purpose of the Academy is to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. We have high aspirations for all of our young people. We challenge them to be the best they can be and we support them to excel. We place great importance on attendance and punctuality, mutual respect and the right of students to learn and teachers to teach.

Our ethos is based on the celebration of success and the determination to secure further improvement. Visitors to the Academy comment on the purposefulness of lessons and the calm, friendly conduct of students. These factors, together with the dedication of staff, mean that we are well placed to prepare each student for a bright and confident future.

We are seeking to appoint an inspirational Teacher of English to join us in January 2019. We welcome interest from established teachers or RQTs.

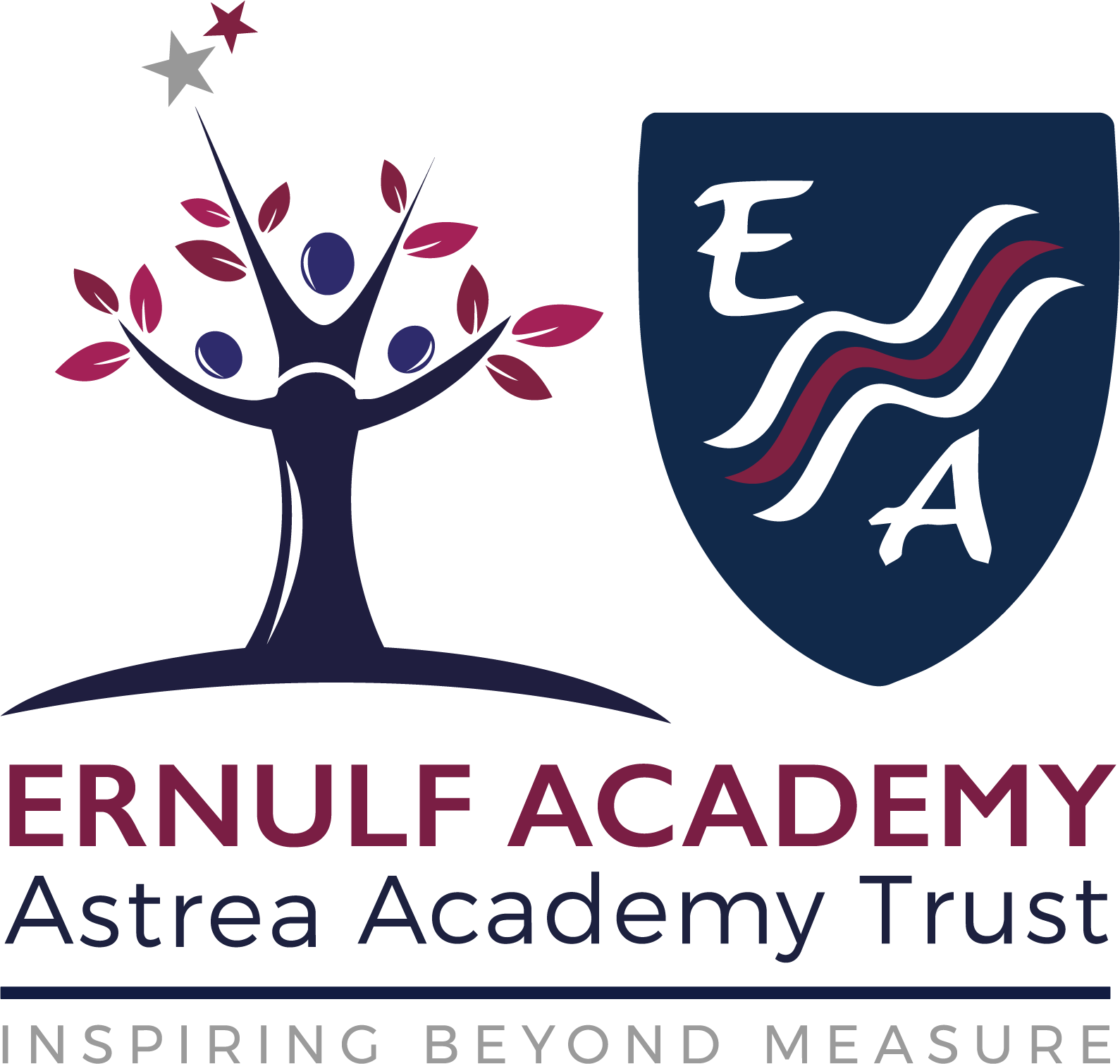
The successful person would be joining an energetic and committed team, which encourages and promotes teamwork, professional development and continuous improvement. This is a fantastic opportunity for the right candidate to be part of our continuing commitment to delivering outstanding English for all. The subject is popular amongst students and there is great scope for building on an excellent foundation.

In the summer (2018) 75% of students achieved a 4+ and 50% achieved a 5+. This is a significant improvement and a testament to the inspirational leadership of Tessa Wagnall, the Head of Department and the strong team already in place.

At Ernulf Academy, you can expect a supportive culture within a school with high aspirations on its improving journey. We value our staff and there are many development opportunities within the academy and across the wider trust.

I would be delighted to have a further conversation with you or arrange a visit to the school. Please contact my PA, Claire Owen, either by email: [cowen@ernulf.cambs.sch.uk](mailto:cowen@ernulf.cambs.sch.uk) or by calling her on 01480 376050.

**Tracy Brogan**  
Principal, Ernulf Academy, Astrea Academy Trust

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# **English Department, Ernulf Academy**

# **Our vision for English at Ernulf:**

# We hope to foster a love for our subject amongst our students, inspiring them to explore different texts and time periods, in order to develop both as students and as people.

# We nurture students’ cognitive and critical thinking skills, developing them independent and resilient learners.

# We work collaboratively, sharing good practice and working together to implement rigorous programmes of study which stimulate students of all abilities.

# We are committed to fostering teachers’ own enthusiasms and strengths within the classroom and encourage a variety of texts and strategies at KS4.

# We develop and share high quality resources, innovative approaches, and effective strategies in department meetings.

**What do we teach?**

**Key Stage 3:**

We have developed our KS3 curriculum to provide not just rigour and challenge, but breadth and awareness of a range of genres and modes of writing. We endeavour to expose our students to 19th century literature, Shakespearean plays, Poetry from other cultures and literacy criticism across the three years.

**Key Stage 4:**

At GCSE we follow both the AQA English and AQA English Literature specifications. We are proud of our examination results. Last summer, 75% of students achieved a 4+ and 50% of students achieved a 5+.

**Key Stage 5 (St. Neots Sixth Form):**

At A-Level the AQA English Literature B and AQA Language and Literature is taught; as the St Neots Sixth Form Centre only offers two year linear A-Level courses we do not currently teach AS. At A-Level 100% pass rate has been consistently achieved with the majority of our students achieving A - C, with several going on to further study at university.

**Extra-curricular:**

We are dedicated to providing enrichment across all areas of the curriculum for all of our students. We promote national and international literary events, such as World Book Day, and the Carnegie Award. We are closely linked with our local Rotary Club, who run a variety of writing and rhetoric competitions across the year, of which our students were placed 1st - 3rd in the latest competition. A large number of our students had work published in the National Young Writers’ competition.

We aim to offer our students access to live events, such as visiting Shakespeare’s Globe and the National Theatre, attending Poetry Live conferences and even cinematic viewings of plays through the NT Live programme and our links with Cineworld St Neots. Recently, 65 students attended a performance of the latest production of ‘An Inspector Calls’.

**Departmental Resources:**

Each teacher usually has their own teaching room in the English block; which is also used for their tutor group. All rooms are equipped with an Interactive SMART board and desktop computer; all teachers are issued with a staff laptop. There are 8 networked computer suites throughout the school and the media room uses iMacs.

**Astrea Academy Trust**

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Astrea Academy Trust Ethos**

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

### **Responsibility and Leadership**

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

### **Enjoyment and Innovation**

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

### **Aspiration and Development**

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Reach4thestars**

### **Collaboration and Inclusion**

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

### **Honesty and Integrity**

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

**You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website:** https://astreaacademytrust.org/

**Astrea Academy Trust Family**

**Academies currently within Astrea Academy Trust:**

**Primary**

* Atlas Primary Academy, Doncaster
* [Byron Wood Academy](http://reach4.org.uk/schools/listing/byron-wood), Sheffield
* [Carrfield Primary Academy](http://reach4.org.uk/schools/listing/carrfield-primary-academy), Rotherham
* [Castle Academy](http://reach4.org.uk/schools/listing/castle-academy), Doncaster
* [Denaby Main Primary Academy](http://reach4.org.uk/schools/listing/denaby-main-primary-academy), Doncaster
* [Edenthorpe Hall Academy](http://reach4.org.uk/schools/listing/edenthorpe-hall-academy), Edenthorpe
* [Gooseacre Primary Academy](http://reach4.org.uk/schools/listing/gooseacre-primary-academy), Rotherham
* [Greengate Lane Academy](http://reach4.org.uk/schools/listing/greengate-lane-academy), Sheffield
* [Hartley Brook Primary Academy](http://reach4.org.uk/schools/listing/hartley-brook-primary-academy), Sheffield
* [Hatfield Primary Academy](http://reach4.org.uk/schools/listing/hatfield-primary-academy), Sheffield
* [Hexthorpe Primary Academy](http://reach4.org.uk/schools/listing/hexthorpe-primary-academy), Doncaster
* [Highgate Primary Academy](http://reach4.org.uk/schools/listing/highgate-primary-academy), Rotherham
* [Hillside Academy](http://reach4.org.uk/schools/listing/hillside-academy), Doncaster
* Intake Primary Academy, Doncaster
* Kingfisher Primary Academy, Doncaster
* [Lower Meadow Primary Academy](http://reach4.org.uk/schools/listing/lower-meadow-primary-academy), Sheffield
* [The Hill Primary Academy](http://reach4.org.uk/schools/listing/the-hill-primary-academy), Rotherham
* Waverley Primary Academy, Doncaster

**Secondary**

* Cottenham Village College, Cambridgeshire
* Netherwood Academy, Barnsley
* Ernulf Academy, Cambridgeshire
* Longsands Academy, Cambridgeshire
* Woodfields Academy, Doncaster

**Special School**

* The Centre School, Cambridgeshire

**All-through**

* Astrea Academy Sheffield, Sheffield

**Job Description**

**Position:** Lead Practitioner English

**Salary Range:** MPS / UPS & TLR

**Contract Type:** Permanent

**Reporting to:** Head of English and Principal

**Location of this position:** Ernulf Academy

Barford Road

St. Neots

Cambridgeshire

PE19 2SH

**Key Responsibilities:**

**Particular Duties**

In addition to the requirements of a class teacher and any other agreed responsibilities to work with the Head of English and the Learning and Teaching lead to:

* Support the next stage of development in learning and teaching practices and pedagogies to accelerate student engagement and progress in lessons, and through home learning;
* Support, disseminate and embed these approaches with teachers throughout the Academy and across the Trust and identify examples of best practice which can be shared with others.

**Main Duties:**

**Strategic Direction and Development**

Working with the Head of English and the Learning and Teaching lead to:

* Develop and implement policies and practices which reflect the Academy’s commitment to high achievement through further development of student-centred learning and teaching;
* Develop plans and approaches to improve students’ learning which identify clear targets, timescales and success criteria for development
* Monitor and evaluate the impact of student-centred approaches on levels of progress.

**Teaching and Learning**

* Audit and further develop strategies to support students’ in their acquisition of dispositions, skills and confidence needed for a fully participatory and reflective learning culture in the Academy
* Further develop student understanding of learning styles, helping them understand how they learn, how to develop resilience and cope with setbacks.

**Leading and Managing Staff**

**•** Provide support for all teachers to achieve expertise in enabling students to learn independently, from one another and using AfL by leading/providing high quality professional development opportunities;

• Help others become more effective in their teaching by providing clear feedback, good support and sound advice;

• Help others to evaluate the impact of their teaching on raising students’ achievement;

• Ensure that the Principal and SLT are well informed about policies, plans, priorities and targets for learning and teaching

**Other Specific Duties**

a) Have full regard to all aspects of the Academy’s Health and Safety policy and secure appropriate practice in those areas for which responsibility is held;

b) Safeguard and promote the well-being of students and staff in all aspects of the performance of this role;

c) Follow Child Protection and other agreed procedures e.g. relating to the organisation of trips and visits and the ordering of goods;

d) Undertake such other duties as the Principal may reasonably require.

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

**The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.**

**Person Specification**

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Key: attribute tested principally through one or more of: **F**orm, **L**etter, **R**eferences, **I**nterview and **O**bservation.

|  |  |  |
| --- | --- | --- |
| **Knowledge, Qualifications and Experience** | **Essential** | **Desirable** |
| **SKILLS AND EXPERIENCE** | | |
| Education to [degree level plus teaching qualification] [F] | Yes |  |
| Expertise in the teaching of English across the age and ability range including evidence of excellence in own work as practitioner [L, R, I, O] | Yes |  |
| Clear indications of leadership and managerial potential [L, R, I] | Yes |  |
| Willingness and ability to engage in policy formulation and detailed implementation [L, R, I] | Yes |  |
| Good knowledge and understanding of current issues in learning and teaching within English including assessment [L, I] | Yes |  |
| Strong organisational and classroom management skills [L, R, O] | Yes |  |
| Good ICT, oral and written communication skills [F, L, I, O] | Yes |  |
| Further qualification in English and/or evidence of continuing professional development [F, L] |  | Yes |
| Experience in a fully comprehensive school across the spectrum of age and ability [F, L] |  | Yes |
| Involvement in sharing expertise e.g. within an English department and/or through trainee teacher mentoring or in-service training [F, L] |  | Yes |
| Evidence of involvement in departmental policy making and implementation [F, L, R] |  | Yes |
| Substantial experience of assessment including target setting and/or value-added analysis [L, I] |  | Yes |
| Substantial involvement in English or English-based events, e.g. exhibitions of students’ work, including organisational aspects [L, R, I] |  | Yes |
| Particular strengths in English education and/or cross curricular working [F, L, I, O] |  | Yes |
| **PERSONAL QUALITIES** | | |
| Ability to communicate well with students, parents & staff [R, I, O] | Yes |  |
| Willingness and ability to gain the respect of students and departmental colleagues [R, I, O] | Yes |  |
| Enthusiasm and good sense of humour [R, I] | Yes |  |
| Flexibility [R, I] | Yes |  |
| Good time-management skills [R, I] |  | Yes |
| Perseverance [I] |  | Yes |
| Potential to go on to further leadership posts [R, I] |  | Yes |
| **SAFEGUARDING** | | |
| Commitment to form and maintain appropriate relationships and personal boundaries with young people [R, I] | Yes |  |
| Commitment to safeguarding and promoting the welfare of young people [R, I] | Yes |  |
| Understanding of how best to promote the health, safety and well-being of young people [R, I] |  | Yes |

# **Child Safeguarding Policy**

# The Trust is committed to Safeguarding and Promoting the Welfare of all its students. Each student’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

# We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our students.

**The Trust’s Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

* Providing a safe environment for children and young people to learn in education settings; and
* Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting’

*Keeping Children Safe in Education 2016*

The Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy as well as other Astrea Academy Trust policies.

**Explanatory Notes**

Applications will only be accepted from candidates completing the Trust’s Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

**Safeguarding Children and Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

* Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
* Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
* If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
* Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

**Interview Process**

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

* Documentary evidence of right to work in the UK
* Documentary evidence of identity that will satisfy DBS requirements
* Documentary proof of current name and address
* Where appropriate any documentation evidencing change of name
* Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours
* Attitudes to use of authority and maintaining discipline

**Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

* Verification of right to work in the UK
* Receipt of at least two satisfactory references (if these have not already been received)
* Verification of identity checks and qualifications
* Satisfactory Enhanced DBS Check
* Verification of professional status such as QTS Status, NPQH (where required)
* Satisfactory completion of a Health Assessment
* Satisfactory completion of the probationary period (where relevant)
* Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

**How can I Apply?**

This is an exciting and very rewarding role and we look forward to receiving your application.

**Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;**

**Name:** Elaine Martin

**Position:** HR Administrator

**Contact:** Hr1@ernulf.cambs.sch.uk

**The Application Process**

If you would like to have a further conversation with the Principal or arrange a visit to the school prior to submitting your application please contact her PA, Claire Owen, either by emailing her on: cowen@ernulf.cambs.sch.uk or calling 01480 376050.

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.