April 2017

Dear Candidate

Thank you for expressing an interest in the post of full-time temporary Teacher of MFL at Chellaston Academy from September 2017 to cover a maternity leave.

Applications are welcome from Newly Qualified Teachers or from more experienced staff as we are seeking the best teacher, regardless of experience. A reflective practitioner with a moral purpose to provide the best learning opportunities for our students is sought.

In order to recruit the best possible teacher, I am flexible in seeking the best solution for us. Therefore, this post would be highly suitable for a Newly Qualified Teacher or a more experienced teacher, who may, for example, wish to have experience of Post-16 teaching. We wish to appoint someone who has the ambition and drive to teach to the highest standards and contribute to us becoming an outstanding school once again.

Please find below a brief description of the Academy which I hope will give you a flavour of what we do and why Chellaston Academy is a good place in which to work.

I am looking for a teacher who will enthuse students of all abilities in this 11-18 Academy. There has to be a culture of high expectations with all students in all classes, regardless of ability. Our mission is to ensure that all students maximise their achievement and enjoy the learning experience.

There is a high level of teamwork and support within the MFL team. Resources are shared and co-constructed to a very high standard across all Key Stages. The successful candidate will be expected to work collaboratively with other members of the team.

Students enjoy MFL because there is good teaching and there are good relationships. These have to continue. We want to employ a teacher who is capable of establishing emotional security with students of all abilities and who can help students achieve their full potential.

**Background to the Academy**

We are a very popular, oversubscribed fully comprehensive Academy of 1700 students. We have 350 Post-16 students. There are two reasons why we are popular: our results at all levels have been consistently strong for a number of years and there has also been significant residential development within our area since 2000. We shall not have any demographic dips our rolls may increase slightly over the next 5 years.

**Short History**

The last Ofsted Inspection in November 2014 gave us a ‘Good’ grading in all criteria. The main obstacle which prevented us from gaining ‘Outstanding’ was the in-school gap between advantaged and disadvantaged students. We are working very hard for the attainment and achievement gap to close over the next three years and initial signs in Key Stage 3 show that our long-term strategy is beginning to bear fruit. We are determined to regain our ‘Outstanding’ status at the next Inspection.

In December 2010, we were one of the first schools in the Midlands to convert to Academy status. The main reason that Governors chose this route was to gain access to the funding which was normally spent on our behalf by the Local Authority.

Despite our conversion to Academy, we play a full part in all activities relating to the Local Authority such as the Education Improvement Partnership and Cluster work. The Academy is a National Support School. We are a Teaching School with many links across a large number of schools and universities. We are key members of the Derby Teaching School Alliance. We are heavily engaged in the School Direct Programme with over 20 students involved in the past two years.

**Standards**

In MFL, we have consistently performed at a high level in terms of progress and attainment at GCSE and GCE. At A Level, we continue to perform in the top 20% of other Post-16 providers in terms of progress. We are extremely proud of our long record of high achievement.

Our Pupil Premium students attain higher than the national average. 56% of our Pupil Premium students in 2016 achieved 5 or more A\* to C WEM. This figure beat many other schools’ overall figures. However, the gap between our PP and non-PP students remains stubbornly wide. Therefore, although we are narrowing the gap, we have a little way to go before we actually close it. This has become the Academy’s main priority and is signalled in our SEF.

**Academy Structure**

The Academy is structured in a fairly traditional way. We have Subject Leaders who have responsibility for their own areas and are accountable to the Leadership Team and to myself for student performance. We have a core of very experienced teachers, complemented by a turnover of very strong younger staff who tend to stay with us for a few years and then gain significant promotions elsewhere. This does demonstrate the experience and professional development enjoyed by staff at this school. This pattern also shows the high regard in which the school is held locally.

One of the biggest strengths in the Academy is our ‘Talk for Teaching’ Policy in which we have the large majority of staff willing to share expertise and to be observed in exercising of joint support. All teachers, after our Quality Assurance Programme, are given pathways to develop and grow professionally. Our strong ethos of mutual support gives us the self-confidence to discuss honestly any issues with students and their learning.

Subject Leaders are supported by Year Progress Leaders, who co-ordinate year groups with the support of Form Tutors, Mentors and other support staff. The main drive for Progress Leaders and their Teams is to develop academic mentoring skills and to support students in their learning. Our belief is that if students are being stretched and enjoy their lessons, their behaviour and attitude will be good. Much of the mentoring is now addressed towards closing the gap.

**From Good to Great – two principle aims**

These provide a focus and a touchstone for all school development and will continue to do so for the foreseeable future.

1. **To maximise achievement for all students**

We are a fully comprehensive school, which means that we have students leaving here at 18 to go to Oxford or Cambridge. We also have 18 students who are fully statemented, some of whom have major difficulties with functional Literacy and Numeracy. We have a further 170 students on the Special Needs Register who require support for varying degrees of learning difficulty. The central function of the school is to ensure that all students, regardless of their ability, achieve their full potential.

This is the core function of all teachers and myself.

1. **To regain ‘Outstanding status’**

We are not complacent and we shall never say that we are not hungry for further improvement. We have to get the best out of our students and Subject Leaders have to get the best out of their staff. As with any reflective and self-critical organisation, we seek ways of continuously improving our daily practice through an embedded cycle of review, planning and implementation. We even question those aspects of our work which are successful now because they may not be successful in the future.

**Current focus for the School**

These can be found in our Academy Improvement Plan, but you may need to know the areas in which we are developing our expertise and effectiveness.

1. Continue to develop the quality of Teaching and Learning.
2. Embed Literacy for Learning across the Academy.
3. Improve the outcomes for all students in SEND, disadvantaged, EAL and more able groups.
4. Develop leadership across the entire Academy to an outstanding level.

**What we are seeking from the successful applicant**

We seek someone with very strong subject knowledge and the enthusiasm to convey a love of MFL. We want students to enjoy the subject at G.C.S.E. and to be motivated sufficiently to follow it to Post-16 Level.

First and foremost, we want a good classroom teacher who is able to carry on delivering good lessons even at times when there is pressure. We want someone who is resilient but who has a good sense of humour.

**How you should apply**

I should be grateful if you could read the points listed above which hopefully place the job in a broader context. In addition, there are separate sheets of information enclosed which provide more detailed information about the post. These are as follows:

1. Complete the on-line application form.
2. Please ensure that the names and contact details for your **referees are accurate and from two different institutions.**
3. Please email a current and **up-to-date Curriculum Vitae** to Donnagrantham@chellaston.derby.sch.uk
4. Please complete the on-line Equal Opportunities Monitoring Form which provides to Governors’ information which enables them to monitor our staffing and recruitment practices.
5. There is a generic Job Description for Subject Leaders at Chellaston Academy, which outlines the expectations we have of all teachers. In addition, there is a Person Specification which Governors use when interviewing and making appointment for teaching posts.
6. There is more information about the MFL team on the subjects link on the Academy Website. If you have any questions, please contact: donnagrantham@chellaston.derby.sch.uk.
7. On no more than two sides of A4, please construct a letter indicating how your experience and knowledge will enable you to ensure progress in MFL, so that every student at every grade reaches their full potential. **Please email this as an attachment to donnagrantham@chellaston.derby.sch.uk.**

**The information above should arrive at the school by Monday, 24th April 2017.**

**The Academy is closed to students from 10th April until 21st April inclusive.**

**Safeguarding**

The school is committed to all aspects of safeguarding children. If you are invited for interview, you will be asked questions about safeguarding students. You will be asked to bring documentation with you which will enable us to have proof of identity. If you are successful at interview you will be offered a position subject to clearance from the CRB Enhanced checks and any other procedure we may wish to follow.

The application form will ask you to make a declaration about any convictions, cautions, warnings or bind-overs which you have ever had and give details of those offences. The fact that you have had a criminal record will not necessarily prohibit consideration of your application.

I look forward to reading your application and I thank you for the time you have taken in considering this post.

Yours sincerely



Kevin J Gaiderman

**Headteacher**