



## CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better



May 2018

Dear Candidate,

Welcome to the exciting opportunities offered by working at Unity City Academy.

I am delighted you are interested in joining my staff team, a highly ambitious, aspirational group of professionals who are raising standards and significantly improving the life chances of the young people of Middlesbrough.

Unity City is a very special learning community, filled with talented and creative staff, all of whom share my vision for excellence in teaching and learning. While the last 2 years have seen many challenges we are now seeing transformations of almost every aspect of our work.

With Ofsted confirming we are on the right path in our most recent OFSTED inspection in May 2017 and a collective drive for improvement, this is exactly the right time to join the team! If you embody community values as well as high aspirations, then you will be very successful working with us!

It is a privilege to lead Unity City. I am passionate about my students and my staff. There is a shared sense of purpose and a vision for success which inspires me on a daily basis. If you are appointed, you will belong to a truly aspirational body of professionals who really care about our young people.

My offer to you is an open invitation to visit us, which will allow you the opportunity to quickly recognise the special nature of Unity City, our sense of purpose and our ambitious drive for success.

With kindest regards

Mrs Gemma Simon | Principal



Welcome to Unity City Academy where our vision is of a school in which staff and students have a determination to succeed, a love of learning, pride in the academy and a strength of character. We are committed to ensuring that all students are equipped with the academic and emotional skills which will allow them to lead successful and fulfilling lives.

All students follow a vision program which aims to develop nine key character traits (curiosity, courage, empathy, enthusiasm, gratitude, integrity, resilience, self-belief and self-control). These character traits have been shown to boost academic performance and increase the chances of future success. Tutors and pupils work closely to develop these characteristics, tracking pupil progress throughout the year and intervening where necessary.

In addition to the character development which takes place in academic learning sessions, students are invited to take part in a range of extracurricular activities and enrichment. These sessions focus on developing character traits and additional skills which will complement students' academic achievements. This offering is supplemented by three 'Super Citizen Days' which allow students to spend additional time developing their understanding of social norms, future opportunities and British values.

At Unity City Academy we aim to develop well rounded, successful students who are able to make the most of all the opportunities that are afforded to them in the twenty first century. By developing a determination to succeed, a love of learning, pride in the academy and a strength of character, we believe that this will be a reality for our students.

## **Teaching and Learning Principles**

### **Climate**

A purposeful learning environment is established through clear behavioural expectations and well-defined systems and routines understood by students and reinforced by the teacher.

### **Challenge**

A high level of challenge is set for all students regardless of background or prior attainment. Challenge is set above students' current level but not too far-reaching that they are disengaged.

### **Explanation**

Knowledgeable explanations are at the heart of the lesson. Well-crafted explanations create an enthusiasm for the topic and provide students with a clear understanding of difficult ideas and concepts.

### **Modelling**

The Modelling process is used to help students understand the steps experts take in producing outstanding outcomes. Exemplary work is deconstructed to help students learn about how smaller parts create a larger whole.

### **Support**



Different types of support are used to help all learners reach the same learning goals. Differentiation is used to provide support where necessary.

#### Questioning

Higher and lower order questioning is used effectively. Closed, factual questions are used to build/test students' level of understanding and open-ended questioning extends understanding and promotes discussion.

#### Assessment

Diagnostic assessment is used to identify students' current knowledge of a subject, skills and capabilities before teaching takes place. Formative assessment provides feedback and information during the learning process. Summative assessment takes place after the learning has been completed and provides information and feedback that is used to self-assess the teaching and learning process.

#### Feedback

Feedback on students' work provides information on how to close the gap between current level of understanding/performance and the desired learning goal/outcome.  
Learners

Students are well-motivated and engaged. Outcomes are positive and demonstrate progress over time.





## **JOB DESCRIPTION**

**The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**

**Job Title:** Curriculum Leader- Non Core

**Responsible to:** Senior Leadership Team

**Duties:**

- (1) To be accountable and responsible for the quality of Teaching and Learning within the relevant to department
- (2) To be accountable and responsible for student achievement within the relevant department
- (3) To act as Curriculum Lead and be responsible for leading and developing the relevant department
- (4) To monitor and support the overall progress and development of students with in the departmental area

**Allowance Attached to the Post: MPS + TLR 2b**

*Postholder:*

### **Specific Responsibilities (To be updated annually or when appropriate)**

1. Working with the SLT Link of relevant subject area (PE) to support the development of the subject/department vision for Unity City Academy
2. Working with the SLT Link of relevant subject area (PE) to ensure and be accountable for examination success and improved levels of progress for all students in the academy in the curriculum area
3. Accountability for relevant department results within the Academy, and monitor student progress and implement strategies to secure 'outstanding' progress.
4. To oversee the day-to-day management, control and operation of the curriculum provision within the department
5. Ensure the delivery of an appropriate, comprehensive, high quality and cost- effective curriculum programme which complements the Academy's strategic objectives

6. Support curriculum development for the whole department with particular emphasis on the curriculum area and schemes of work
7. To maintain accreditation with the relevant examination and validating bodies
8. To ensure the effective operations of quality control systems, set targets within the department and to work towards their achievement
9. To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all relevant curriculum areas within the relevant department
10. To lead on monitoring and evaluation of the department in line with the agreed procedures including observations, departmental reviews, evaluation against quality standards and performance criteria.
11. To seek/implement modification and improvement where required within the department
12. To ensure the maintenance of accurate and up-to-date information concerning the department
13. Use analysis and evaluation performance data and produce reports on examination performance
14. To identify exam entries within the relevant department
15. To ensure effective communication/consultation as appropriate with parents of students.
16. To liaise with partner Academy's, higher education, industry, examination boards, awarding bodies, Academies Enterprise Trust and other relevant external bodies
17. To monitor and support the overall progress and development of students within the department
18. To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
19. To implement the Behaviour Management system in the department so that effective learning can take place

### **General Responsibilities**

1. To support the Principal in leading and managing the Academy
2. To be an ambassador for the Academy
3. To model the core values of the Academy in your professional life and to support, promote and develop the Academy's vision, ethos, aims and objectives. This includes upholding the Academy's Behaviour Policy and Dress Regulations
4. To be a consistently effective teacher
5. To be visible throughout the Academy – leading and supporting the whole Academy community to commit to the core values of the Academy. This includes participating in and supporting duty teams, emergency cover, and ensuring excellent behaviour, attitudes and standards of students
6. Work with the Leadership Team to promote an orderly, caring learning environment for students and to work with staff, parents and the community to achieve this

7. Set a positive example in terms of dress, punctuality and attendance
8. To establish a culture that promotes excellence, equality, and high expectations for all students
9. To ensure that budgets and resources are efficiently and effectively used to achieve the aims of the Academy and to facilitate its day to day operation
10. To respond professionally to unplanned situations, crises, and emergencies whenever they arise to ensure the safety and efficiency of staff and students of the Academy and to maintain good discipline
11. To foster and support extra-curricular activities in the interest of the Academy community e.g. Academy productions, concerts, sports activities, trips, and excursions
12. To teach as directed in the Academy timetable
13. To carry out timely and effective performance management of any staff assigned to you in accordance with Academy policy and good practice in performance management
14. To make a contribution to Academy assemblies
15. To take on additional responsibilities as directed by the Principal

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**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

**Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.



## PERSON SPECIFICATION

The post-holders will be able to demonstrate the following:

<b>Qualifications</b>	<div>35 17</div> A good Honours Degree or equivalent, within the specific area of responsibility <div>35 17</div> Qualified Teacher Status <div>35 17</div> Evidence of CPD for a significant middle leadership post involving accountability beyond a single subject area <div>35 17</div> National Professional Qualification for Middle Leadership (desirable) <div>35 17</div> Evidence of further professional research or study (desirable)
<b>Experience</b>	<div>35 17</div> Evidence of being an effective teacher <div>35 17</div> Successful experience of leadership within the specific area of responsibility, at least at middle-leadership level <div>35 17</div> Successful leadership of change and improving outcomes <div>35 17</div> Effective leadership of teams at middle leadership level with measurable impact <div>35 17</div> Experience of self-evaluation and strategic planning at middle-leader level <div>35 17</div> Successful management of quality/performance improvement <div>35 17</div> Experience of using data to monitor and inform improvement <div>35 17</div> Experience of working in more than one educational institution <div>35 17</div> Evidence of challenging and improving the performance of others <div>35 17</div> Successful experience of leadership across a broad range of responsibilities, at least at middle-leadership level (desirable) <div>35 17</div> Successful experience at middle leadership level (desirable) <div>35 17</div> Experience of working in an 11-16 school (desirable) <div>35 17</div> Experience of working in more than one school (desirable) <div>35 17</div> Evidence of effective coaching/mentoring role (desirable) <div>35 17</div> Evidence of resolving conflict (desirable)
<b>Skills &amp; Knowledge</b>	<div>35 17</div> An up-to-date knowledge of the curriculum in the specific area of responsibility <div>35 17</div> A deep understanding of curriculum development in the specific area of responsibility <div>35 17</div> Understanding of data tracking for students <div>35 17</div> Able to prioritise tasks and agendas <div>35 17</div> Ability to manage change effectively <div>35 17</div> Use ICT solutions to support teaching and learning, and management

	<p>35 17 Articulate and communicate a shared vision for a broad curriculum area</p> <p>35 17 The ability to develop short, medium and long term strategies that progressively impact on the intended outcome</p> <p>35 17 The ability to create innovative solutions and see tasks and plans through to completion</p> <p>35 17 Effective communication skills</p> <p>35 17 The ability to work on own initiative and effectively within a team</p> <p>35 17 Lesson observation skills</p> <p>35 17 An up-to-date knowledge of the curriculum across the entire Learning Team (desirable)</p> <p>35 17 A deep understanding of curriculum development across the entire learning team (desirable)</p> <p>35 17 A thorough understanding of current education policies (desirable)</p>
<b>Attributes &amp; Qualities</b>	<p>35 17 Strong emotional intelligence</p> <p>35 17 The ability to inspire and empower others – especially those in the broader learning team, beyond the core subject</p> <p>35 17 The capacity to build positive working relationships with staff, students, parents</p> <p>35 17 A determination to make things happen</p> <p>35 17 A sense of humour</p> <p>35 17 To be able to work under pressure, be reflective and cope with criticism</p> <p>35 17 Resilience</p> <p>35 17 High professional and personal standards in both work and conduct</p>

## **Academies Enterprise Trust**

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

## **Ethos Statement**

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

## **Values and Beliefs**

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.



## **Learning and Development**

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.

## **Google Education**

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

Google in Education



A New and Open World for Learning

## **Staff Benefits**

### Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

### Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

### Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

### Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits

## **Academies Enterprise Trust, Safe Recruitment Procedure**

Academies Enterprise Trust 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 and Barring Service**

A Disclosure and Barring Service Certificate will be required for all posts.

### **Shortlisting**

Only those candidates meeting the right criteria will be short listed.

### **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **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 3 months). 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/trust 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.

### **Equal Opportunities**

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

### **Data Protection**

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.