

**Grange Lane Tel: 01606 592300**

**Winsford Fax: 01606 863562**

**Cheshire Email: admin@winsfordacademy.org.uk**

**CW7 2BT** [**www.winsfordacademy.**](http://www.winsfordacademy.org.uk/)**net**

**Principal: Mrs Amanda Harrison**

May 2018

Dear Candidate

**Teacher of English for September 2018 or January 2019**

Thank you for your interest in The Winsford Academy vacancy we have for Teacher of English for September 2018 or January 2019..

There has never been a better time to seek employment at The Winsford Academy, as we share a new and dynamic sponsorship arrangement with the highly regarded and outstanding Fallibroome Multi Academy Trust, based in Macclesfield. This has presented us with great support and excellent opportunities for collaboration.

In May 2016 the Academy was judged, by Ofsted, to be Good for ‘overall effectiveness’ and commended for ‘rapid and sustained improvement’ since incorporation into The Fallibroome Trust in September 2014. Inspectors were impressed with pupils’ behaviour and pride in their school and commended a ‘culture of improving learning’ which meant that pupils made ‘good progress in their subjects and very good progress in English’. Teachers were commended for their high expectations and for challenging able-pupils to achieve high standards and for the quality of care provided for all pupils.

Our Academy is an 11-­‐16 mixed comprehensive school and we currently have 904 students. Our intake is non-­‐selective and varied, including children from a wide range of homes and backgrounds. We pride ourselves in our inclusive approach but we never compromise on high expectations.

We are very proud of our Academy and the achievements of our students who demonstrate a diverse range of talents and positive attitudes to learning. Our highly committed staff put the child at the centre of everything they do. Consequently, the Academy has seen impressive improvements in academic achievement. Our attainment and progress rates in English and Mathematics are above national average, the gap between pupil premium and non‐pupil premium students is significantly lower than the national average and we have seen major improvements in our attendance figures, moving from 89% in 2010 to 94.6% in 2016. Students enjoy coming to the academy!

We expect the very highest standards from our students and our strong school systems ensure that students are provided with a safe and friendly environment where teachers teach and learners learn. Outstanding levels of pastoral care, delivered through our unique House system, and a diverse curriculum offer, ensure equality and opportunity for all.

We are looking for a Teacher of English with the drive and experience to ensure that our students make even further progress over the coming years and to improve Progress 8 outcomes of all students.

We would strongly urge you to visit our academy to experience the atmosphere for yourself. We feel confident that you’ll be impressed.

To arrange an informal discussion or tour of the school please contact Lorraine Bogue, HR Officer, on 01606 595916 or email lorraine.bogue@winsfordacademy.org.uk

Yours sincerely



Mrs Amanda Harrison

**Principal**





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**Principal: Mrs Amanda Harrison**

May 2018

Dear Candidate

Thank you for your interest in a post at one of the Academies within the Fallibroome Multi-­‐Academy Trust.

The Fallibroome Multi Academy Trust was established in September 2014 and consists of six schools: The Fallibroome Academy, The Winsford Academy, Broken Cross Primary Academy & Nursery, Nether Alderley Primary Academy, Adlington Primary School, and Whirley Primary School.

Our innovative, cross phase Academy Trust presents many opportunities for professional and leadership development. Staff are appointed to individual schools but all have access to the considerable opportunities presented by the Teaching School agenda.

Over the past twelve months we have generated additional funding to support joint practice development projects in teaching and learning and leadership training that are not available to stand alone schools.

In May 2016 Ofsted judged The Winsford Academy to be Good for ‘overall effectiveness’ and commended for ‘rapid and sustained improvement’ since incorporation into The Fallibroome Trust in September 2014. We are delighted that inspectors recognised the high standards and quality of relations evident in the school.  By working together we have created the conditions for pupils to make rapid progress and meet their potential.

I can confidently state that our commitment to staff development means you will have multiple opportunities to develop your career. We welcome applications from ambitious colleagues who recognise the benefits of joining a vibrant learning community and contribute to our aim of achieving excellence in all that we do.

We are part of extensive national and international networks and have a commitment to the principles of a ‘whole education’. This means that our children will achieve the highest possible educational outcomes and develop the skills and qualities they will need to succeed in the future.

The Fallibroome Multi-­‐Academy Trust is an exciting place to work and we look forward to meeting you. If you require any further information don’t hesitate to contact me on 01625 627263 or pwr@fallibroome.org.uk.

With best wishes

P W Rubery

Executive Principal

**TEACHER OF ENGLISH**

**JOB DESCRIPTION**

**Teaching and Learning**

• Teach all age groups

• Plan work in accordance with Directorate Schemes of Work and National Curriculum Programmes of Study

• Take account of all students’ prior levels of attainment and use them to plan challenging lessons and set future targets

• Monitor performance data, identify and address underachievement through contributing to Academy strategy as well as developing and implementing curriculum area strategies and approaches.

• Establish a purposeful working atmosphere during all learning following Academy Policies

• Actively support extra-­‐curricular activities to enhance students’ experiences

• Manage the behaviour of students in classrooms and around the Academy.

**Assessment, Recording and Reporting**

• Mark and return work set, including homework in line with the Academy assessment policy.

• Carry out assessment programmes, as agreed by the Academy or Curriculum Area.

• Complete Student Reports in line with Academy Policy.

• Attend Parents’ Evenings as required and keep parents/carers informed about their child’s performance and future targets.

**Coaching Role**

• Undertake responsibility for a Coaching Group.

• Monitor and set targets for the social and academic progress of all students in the Coaching Group

• Endeavour to build up a good relationship with the students in the Coaching Group so that they will look to you for support and advice.

• Report issues of concern to the appropriate senior staff.

• Maintain an accurate register of attendance and do everything possible to encourage good attendance.

**Key Organisational Objectives**

To contribute to the Academy by:

• Following Academy ethos, policy, procedures and child protection health and Safety requirements

• Ensuring compliance with Data Protection legislation.

• Contributing to the maintenance of a caring and stimulating environment for young people

**Performance Management and Professional Development**

• To participate in the Academy’s Performance Management programme. S/he will have a Team Leader who will set agreed targets for the year and monitor and review performance, including classroom teaching

• The Academy will support the continuing professional development of all staff to ensure that their expertise is being kept up to date.

**Conditions of Employment**

• The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

• S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers’ Pay and Conditions Document.

• The postholder may be required to perform any other reasonable tasks, after consultation.

**TEACHER OF ENGLISH**

**PERSON SPECIFICATION**

| Essential | Desirable |
| --- | --- |
| **Qualifications and experience:** |
| * Qualified teacher status.
* A continued commitment to own professional development.
* Teaching experience within the designated age range.
 | * First degree in subject.
* Experience of more than one key stage and school/academy.
 |
| **Set high expectations and inspire, motivate and challenge all students, in specified department, by:**  |
| * Establishing a safe and stimulating environment for students, rooted in mutual respect.
* Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
* Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.
 |  |
| **Promote good progress and outcomes by students in specified department by:** |
| * Being accountable for students’ attainment, progress and outcomes.
* Being aware of students’ capabilities and their prior knowledge, and plan teaching to build on these.
* Encouraging students to take reflect on their progress and to take a responsible and conscientious attitude to their own work and study.
 | * Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.
 |
| **Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by:** |
| * Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students’ interest in the subject, and addressing misunderstandings.
* Promoting the value of scholarship.
 | * Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject.
 |
| **Plan and teach well-structured lessons by:** |
| * Imparting knowledge and developing understanding through effective use of lesson time.
* Promoting a love of learning and student’s intellectual curiosity.
* Setting homework and planning other out-of-class activities to consolidate and extend knowledge and understanding
* Reflecting systematically on the effectiveness of lessons and approaches to teaching.
 | * Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).
 |
| **Adapt teaching to respond to the strengths and needs of all students by:** |
| * Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
* Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.
 | * Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students’ education at different stages of development.
 |
| **Make accurate and productive use of assessment in specified department by:** |
| * Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.
* Making use of formative and summative assessment to secure students’ progress.
* Using relevant data to monitor progress, set targets, and plan subsequent lessons.
* Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.
 |  |
| **Manage behaviour effectively to ensure a good and safe learning environment by:** |
| * Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the academy.
* Managing classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them.
* Maintaining good relationships with students and exercising appropriate authority.
 | * Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 |
| **Fulfil wider professional responsibilities:** |
| * Making a positive contribution to the wider life and ethos of the academy.
* Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Communicating effectively with parents with regard to students’ achievements and well-being.
 | * Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
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## The Winsford Academy

Based in Winsford, Cheshire, the Winsford Academy is a co-educational comprehensive, non-selective secondary school recruiting from a number of local primary schools. It was established in September 2010 when two predecessor schools, Verdin High School and Woodford Lodge High School were amalgamated.

In September 2013, the Academy moved into a new £20 million purpose built school which includes 60 classrooms with flexible learning spaces; a 400-seat theatre in the Performing Arts Centre; Learning Resource Centre; sports facilities; science labs; drama and dance studios; music rehearsal rooms; media suites; art studios and technology workshops.

After four years of transition with a significant programme of rightsizing and budget rebalancing, the Governors, staff and sponsor have created a stable school with much improved outcomes. The challenge now is to continue to develop the school to the level of academic achievement and attainment that its pupils deserve. The school is currently rated as GOOD by Ofsted following a recent inspection in May 2016, and is in an era when the organisation is rapidly growing and has secured the confidence of the community.

The Academy aspires to become a focal point for the economic and cultural regeneration of Winsford and has a deeply committed community and parents.

Curriculum

Subjects include syllabuses for [Key Stage 3](https://en.wikipedia.org/wiki/Key_Stage_3) and [Key Stage 4](https://en.wikipedia.org/wiki/Key_Stage_4):

* [English](https://en.wikipedia.org/wiki/English_studies)
* [Mathematics](https://en.wikipedia.org/wiki/Mathematics_education)
* [Science](https://en.wikipedia.org/wiki/Science) ([Science](https://en.wikipedia.org/wiki/Science_education), [Biology](https://en.wikipedia.org/wiki/Biology_education), [Physics](https://en.wikipedia.org/wiki/Physics_education), and [Chemistry](https://en.wikipedia.org/wiki/Chemistry_education))
* [Performing Arts](https://en.wikipedia.org/wiki/Performing_Arts) ([Drama](https://en.wikipedia.org/wiki/Drama), [Music](https://en.wikipedia.org/wiki/Music_education), and [Dance](https://en.wikipedia.org/wiki/Dance_education))
* [ICT](https://en.wikipedia.org/wiki/Information_and_Communication_Technology_%28education%29) & [Business](https://en.wikipedia.org/wiki/Business_Studies) ([ICT](https://en.wikipedia.org/wiki/Information_and_Communication_Technology_%28education%29), [Computing](https://en.wikipedia.org/wiki/Computing), and [Business Studies](https://en.wikipedia.org/wiki/Business_Studies))
* [Humanities](https://en.wikipedia.org/wiki/Humanities) ([Geography](https://en.wikipedia.org/wiki/Geography), [History](https://en.wikipedia.org/wiki/History), [Leisure](https://en.wikipedia.org/wiki/Leisure_studies) & [Tourism](https://en.wikipedia.org/wiki/Tourism), and [Religious Education (RE)](https://en.wikipedia.org/wiki/Religious_Education))
* [Physical Education (PE)](https://en.wikipedia.org/wiki/Physical_Education)
* [Modern Foreign Languages](https://en.wikipedia.org/wiki/Modern_Foreign_Languages) (MFL - French and Spanish)
* Health Studies ([Child Development](https://en.wikipedia.org/wiki/Child_Development), [Food](https://en.wikipedia.org/wiki/Food) & [Nutrition](https://en.wikipedia.org/wiki/Nutrition), [Food Studies](https://en.wikipedia.org/wiki/Food_Studies), [Health & Social Care](https://en.wikipedia.org/wiki/Health_and_Social_Care), Hospitality & Catering, Children's Play, Learning & Development)
* [Design & Technology (D&T)](https://en.wikipedia.org/wiki/Design_%26_Technology) ([Art](https://en.wikipedia.org/wiki/Art_Education), [Construction](https://en.wikipedia.org/wiki/Construction), [Engineering](https://en.wikipedia.org/wiki/Engineering_education), [Photography](https://en.wikipedia.org/wiki/Photography), [Product Design](https://en.wikipedia.org/wiki/Product_Design), [Media Studies](https://en.wikipedia.org/wiki/Media_Studies), and [Textiles](https://en.wikipedia.org/wiki/Textiles))

School Leadership

A comprehensive restructure and rightsizing of the teaching and support staff was completed in August 2015 and a new organisation model was introduced to simplify the school structure and increase accountability for subject leadership. The Leadership Team has been further restructured to build capacity and strengthen the strategic direction of the school.

The leadership group comprises a Principal; two Vice Principals (Curriculum & Standards and T&L and KS3 Standards) and four Assistant Principals (Closing the Gap at KS4, Raising Aspiration, Building Foundations at KS3 and Care, Support and Guidance).

There are 60 teaching staff, including the leadership team.

## Sponsor

The Fallibroome Multi Academy Trust was established in September 2014 and consists of six schools: The Fallibroome Academy, The Winsford Academy, Broken Cross Primary Academy & Nursery, Nether Alderley Primary Academy, Adlington Primary School, and Whirley Primary School.

The Trust evolved from the success of the Fallibroome Academy, an outstanding single Academy Trust with a national reputation for excellence. The Trust’s aims are simple, to create the conditions for:

* All students to leave school with the combination of skills and qualities that will enable them to progress to the job, apprenticeship or University/College place of their choice;
* Each student to achieve the highest possible examination results and realise their potential;
* Each school to become the school of choice for the local community;
* Each school to become ‘A Place for Excellence’.

The Board is responsible for the strategic direction of the Trust and accountable for the outcomes of the four schools. The Board meets termly to receive reports from the Executive Principal and the Chairs of Governors of the six schools. Operational accountability is delegated to the Governing Bodies of the four schools, meeting termly to receive reports from statutory sub-committees.

The Trust is accountable to the Secretary of State for Education and receives a Master Funding Agreement from the Education Funding Agency. Funds are delegated to the schools according to nationally agreed formulas. The Trusts’ accounts are subject to audit and published annually at Company House.

Care, Guidance and Support

The Pastoral system comprises of five Year Heads and two Progress Managers. Through the Heads of Year team, our students experience high levels of pastoral care and support with services such as child welfare, attendance support, mentoring and counselling all being available every hour of the academy day. Students also have access to their Coach, Head of Year and Progress Manager. Our Progress Managers are responsible for progress tracking, engagement and enrichment, and competition of the House System.

The Academy is organised into four Houses: Britten, Elgar, Purcell and Sullivan. The choice of these great English composers reflects our commitment to the Performing Arts**.** The House system runs a competitive series of events across the academic year. There are over 40 events spread over the year, including enterprise activity, sport, science challenges, music events and debates.

SEN

We serve a diverse range of student needs. High ability students need to be stretched and challenged to achieve their very best. Other more vulnerable students need support to access the curriculum and help to remove some barriers to learning which may be affecting progress and/or wellbeing. We offer a range of services to support all students in ensuring every child has the opportunity to fulfil their unique potential whilst at our Academy.

We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and background

Teaching Assistants and High Level Teaching Assistants work with students to ensure equal access to the curriculum for students who need additional support. We also have a core teaching group in KS3 for students who need greater continuity, less movement and a more intensive learning support package.

Governing Body

The revitalised Governing Body and its Committees are effective and forward looking, committed to providing high quality education in an aspirational learning environment. The LGB and its committees meet three times per half-term and convene as ad hoc Committees dealing with a wide range of Academy Business, and are a regular presence in the Academy.

Facilities

The Winsford Academy is committed to creating a space which serves the whole community, before and after the traditional school day and at weekends.

The interior comprises a large and spacious central corridor with glass-fronted classrooms on either side. Open spaces, balconies and a ‘cafe culture’ canteen have been created. The Academy’s approach to outdoor learning will eventually see a garden, orchard, allotment and natural habitat zones. The school space includes: - a 400-seat studio theatre with open stage, raked, retractable seating and full audio visual capability; dance studio with wooden sprung floor; gymnasium; five-court sports hall including basketball court, five badminton courts, cricket nets, and a five-a-side football court; a large field with 5 football pitches, 6 tennis courts, a rugby pitch and a running track and a 3G all-weather pitch.

Partnerships

* [Winsford Education Partnership](https://en.wikipedia.org/wiki/Winsford)
* [University of Chester](https://en.wikipedia.org/wiki/University_of_Chester)
* [England Rugby](https://en.wikipedia.org/wiki/England_Rugby)
* Rugby Football Foundation (with [Prince Harry](https://en.wikipedia.org/wiki/Prince_Harry) as its Patron)
* Microsoft IT Academy (ITA)
* Vale Royal School Sport Partnership
* The Hive
* [Camps International](https://en.wikipedia.org/wiki/Camps_International)
* Weaver Vale Housing Trust
* [National Teacher Enquiry Network (NTEN)](https://en.wikipedia.org/wiki/Teacher_Development_Trust#National_Teacher_Enquiry_Network_.28NTEN.29)

**THE POST: TEACHER OF ENGLISH**

**PROCEDURE FOR APPLICATION**

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a **concise** letter of application of no longer than two pages (11 pt text). This should be word-processed and should include the following information:

* A description of the key contributions that you have made in your career to date
* The particular strengths that you could bring to Winsford if your application is successful.

Candidates are kindly requested not to submit a CV instead of the application form.

Completed applications should be returned to Lorraine Bogue, HR Officer, to arrive **no later than
Monday 18th June 2018.**

Please note that we will only consider applications submitted on the school’s application form.

If you wish to have an informal visit or discussion about the post in advance of your application, or if you require any further details, please contact Lorraine Bogue, HR Officer:

**Tel: 01606 595916**

**E-mail: lorraine.bogue@winsfordacademy.org.uk**

We welcome applications regardless of age, gender, ethnicity or religion. We are also committed to safeguarding and promoting the welfare of children and young people and appointments are made subject to enhanced DBS disclosure.

*Dream Learn Trust Succeed*