



The Shared Learning Trust

THE CHALK
HILLS ACADEMY

Teacher of English and KS3 Curriculum Champion

Main Scale / UPS - £23,720 - £39,406 + TLR £2721

Additional recruitment & retention incentive for an outstanding candidate

Are you an ambitious and successful KS2 / KS3 teacher?

Do you wish to pursue a career in curriculum design and development?

Do you believe in a challenging, knowledge driven curriculum?

Do you enjoy mentoring, coaching and developing teacher practice?

The Chalk Hills Academy are seeking an experienced teacher, ideally with both KS2 and KS3 experience, to support us in developing further challenge in our KS3 curriculum, building on the successful work completed over the past year. This new and exciting position will be an ideal opportunity for a candidate interested in curriculum design and middle leadership. The successful candidate will be confident delivering whole school CPD, as well as running small group or 1:1 development sessions. They will be enthusiastic and passionate about producing and delivering challenging lesson content, as well as how to assess knowledge acquisition appropriately. The position will involve close liaison work with our feeder primaries regarding scheme topics, best practice, assessment and transition. The successful candidate will have a keen eye for detail and, alongside the Vice Principal, will quality assure KS3 curriculum documentation. They will complete regular learning walks and play a pivotal part in all academy reviews and audits, producing relevant case studies and reports. The ideal candidate would demonstrate flexibility and willingness to teach some KS3 Humanities if required.

Key Duties:

- Be able to develop and plan for an effective and challenging KS3 curriculum
- To set high expectations of challenge for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
- Be an aspirational professional who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners.
- To support the KS2 in to KS3 transition, including events, workshops and assemblies
- Be able to share the Academy KS3 curriculum vision and see this brought in to fruition
- To be our Primary school liaison link and arrange for appropriate visits and training for staff
- Be an approachable and accurate mentor, capable of clear and concise lesson feedback

The successful candidate will:

- Have qualified teacher status and experience delivering English
- Have demonstrable commitment to inclusive teaching and learning
- Have a clear understanding of both the KS2 and KS3 curriculum
- Have an understanding of 'Assessment without levels' within a Secondary School setting
- Have an understanding of the knowledge based curriculum: its aims and benefits
- Be able to demonstrate the appropriate motivation to work with young people
- Use data to inform target setting and planning

Job specifics:

- **Start date:** February 2019 start
- **Salary:** MPS/UPS £23,720 - £39,406 + TLR £2721
- **Job Role:** Full time, Permanent

HOW TO APPLY

Closing Date: Monday 10th December 2018 at 12pm **Interviews:** Thursday 13th December 2018

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 <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

We look forward to hearing from you!

We reserve the right to close this advert earlier than the advertised closing date!

If you have any questions about the role or would like to visit the Academy, please email academyrecruitment@thesharedlearningtrust.org.uk

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

SAFEGUARDING

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 Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.

JOB DESCRIPTION

Job Title: Teacher of English and Key Stage 3 Curriculum Champion

Responsible to: Vice Principal – KS3

SECTION 1 - GENERAL TEACHING DUTIES

To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

Teaching & Learning

1. To improve pupil learning through effective KS3 curriculum and assessment design across the Academy.
2. To ensure continuity, progression and cohesiveness in KS3 teaching across the Academy.
3. To ensure a variety of methods and approaches are used to match curricular objectives and the range of pupil needs.
4. To ensure an engaging, efficient and effective transition from KS2 to KS3.
5. To develop a strong partnership with our feeder Primaries students and staff body.
6. To review the quality and challenge of home learning tasks to promote the consolidation and extension of learning.
7. To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
8. To work effectively as a member of the English Department team to improve the quality of teaching and learning.
9. To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
10. To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. To develop whole school KS3 assessment practice through a process of quality assurance, book looks and learning walks.
3. To contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
4. To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
5. To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge & Understanding

1. To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study at KS2-KS4, including specifications for KKS4 English examination courses.
2. To keep up to date with research and developments in pedagogy and the subject area.
3. To have an acute understanding of a knowledge-based curriculum and ways and means of implementing this across the curriculum.
4. To be confident delivering KS3 Humanities if required

Professional Standards & Development

1. To be a role model to pupils through personal presentation and professional conduct.
2. To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
3. To cover for absent colleagues as is reasonable, fair and equitable.
4. To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
5. To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
6. To establish effective working relationships with professional colleagues and associate staff.
7. To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
8. To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
9. To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
10. To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
11. To undertake any reasonable task as directed by the Vice Principal, KS3 and Director of English.
12. To be aware of the role of the Governing Body of the School and to support it in performing its duties.
13. To train in basic first aid.
14. To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
15. To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme:

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.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Teaching at KS2 and KS3	1,2	Working with children with English as an Additional Language.	1,2
	Teaching in the relevant subject area.	1,2		
	Using data to inform target setting and planning.	1,2		
Skills/Abilities	Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).	1,2	Able to coach and mentor others.	1,2
	Able to use IT to support both the curriculum and work organisation.	1,2		
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1,2		
	Able to monitor and evaluate teaching and learning.	1,2		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Able to assess the needs of individuals to inform lesson planning.	1,2,5		
	Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	5		

Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		
Competencies	Able to demonstrate the appropriate motivation to work with young people	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to the use of authority and maintaining discipline	1,2		
Specialist Knowledge	Subject, KS2, KS3 & curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status	4	Evidence of meeting the threshold standards.	1,2
	Evidence of ongoing cpd.	1.2	Sustained and substantial performance in the threshold standards.	1,2

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

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.'



The Shared Learning Trust

THE CHALK
HILLS ACADEMY

INFORMATION FOR APPLICANTS:

Teacher of English and KS3 Curriculum Champion



WELCOME TO THE SHARED LEARNING TRUST



Cathy Barr

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy or South Academy as previously known in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,500 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.

Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

- '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.

With best wishes,

Cathy

WELCOME TO THE CHALK HILLS ACADEMY



Dear Applicant,

It is a privilege and an honour to lead Chalk Hills Academy.

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 Chalk Hills 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.

Learning is clearly at the heart of all we do.

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.' - Albert Einstein

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee

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 Chalk Hills Academy, Luton, ages 11-18
- The Stockwood Park Academy, Luton, ages 11-18
- The Sixth Form, Luton, ages 16-19, (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, ages 4 -11
- The Vale Academy, Dunstable, ages 2 -11

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 shoelaces 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.

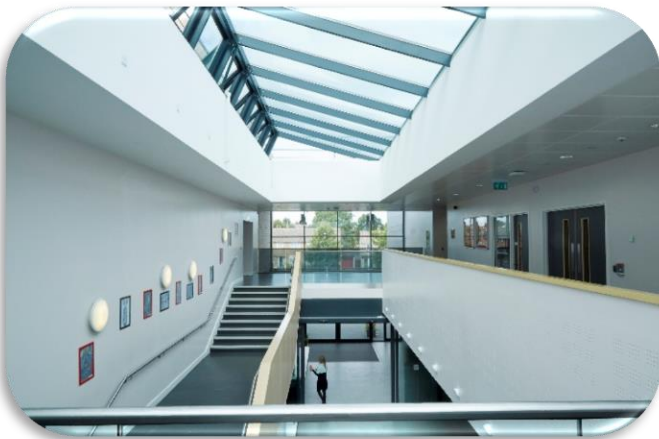
ABOUT THE CHALK HILLS ACADEMY

Providing the very best education for all our students is the simple goal for The Chalk Hills 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.





Leadership and Management:

- Together with (the) leadership team, governors and the trust (the Principal has) established high expectations for behaviour, teaching and achievement. Leaders have made sure that strategies are in place which have led to improvements in the quality of teaching, learning, assessment and the curriculum. The consequence of this improvement is that pupils of all ages are making much better progress than last year.

Behaviour of Students:

- Leaders have high expectations for pupils' behaviour. Leaders work well with staff to ensure that the school is typically a calm, orderly and purposeful environment. Usually, pupils behave well around the school and in lessons. Leaders' work to support pupils with challenging behaviour has reaped some notable rewards.

Achievement of Students:

- ...pupils of all ages are making much better progress than last year. For example, disadvantaged pupils have made more rapid progress so that the gap between their outcomes and those of others is negligible. The most able pupils are also making faster progress because of the quality of questioning and the activities they are presented with that stretch them to think more deeply.

Safety of Students:

- Regular training helps ensure that staff are clear about their safeguarding duties. Leaders responsible for safeguarding make sure that suitable support is in place for pupils who might be vulnerable or at risk of harm. This includes working effectively with external agencies when needed. Secure procedures are in place for ensuring that pupils who attend alternative provision are kept safe.

Welfare of Students:

- Leaders are working effectively to reduce the proportion of disadvantaged pupils and pupils who have special educational needs and/or disabilities who have poor attendance. Leaders keep a close eye on the attendance of these pupils and act quickly, when needed, to ensure that suitable support is in place. Consequently, fewer of these pupils now have a poor attendance record. Leaders recognise the importance of continuing this work to secure further improvements.

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 Chalk Hills 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 TESTIMONIAL

"Having worked in London schools for over 12 years and overseas for a couple of years, I hadn't really considered a move to Luton. There is something about the diversity of London schools, both culturally and socially that I love and I genuinely didn't think that this would be replicated unless I working in another big city. The opportunity to work at Chalk Hills Academy came up and after looking at the website and Ofsted report, I decided to apply and have been here since January 2017. Chalk Hills Academy and The Shared Learning Trust (this is my first time working in a small academy trust) has certainly exceeded my expectations. Everything that I loved about working in London - diversity, atmosphere, forward thinking and generally wanting the best for all students is at Chalk Hills. In addition, working in a school that is part of a small multi-academy trust means that there are regular opportunities for collaborative working and partnerships. As well as the working environment, salary is always a consideration and I have been pleasantly surprised to find that there isn't a great deal of difference between The Shared Learning Trust and an Inner London salary. I would unreservedly recommend Chalk Hills Academy, The Shared Learning Trust and Luton; have a look I am sure you will too will be pleasantly surprised!"