

Appointment to the post of Teacher of English

Information for Applicants

2018



Libertas per Cultum, Freedom through Education

Welcome

Dear Applicant,

Thank you for taking the time to find out more about Phoenix Academy. This pack is intended to give you information about the role of Teacher of English, together with details of the Academy's vision and ethos and our aspirations.

A new position has emerged for a dynamic individual who thrives on the pace and excitement of London schools. You will share our passion for research and keep up to date with national and international debate. As a classroom teacher you will share responsibility for driving up outcomes and committing to the Phoenix Way.

You will share our firm belief in the importance of English as an academic discipline and you will want to join a school that invests in its staff. We provide ample curriculum time for all year groups and build meeting times into your timetable allocation to ensure you have the time and space required to reflect on and improve your practice. We also believe in the importance of teacher expertise and have a determination to enable all our staff to engage in research and debate.

Future Academies, an ambitious family of five academies and teacher training centre; (SCITT) is one of the country's leading academy trusts. It was established with the intention of improving the life chances of children through an education that is built on the importance of domain-specific knowledge, teachers who are experts in their subject, and an unwavering focus on raising aspirations for all.

At Phoenix we believe in the centrality of the curriculum to the school experience and are unapologetic about our focus on academic rigour. We want to build a reputation of achieving the highest standards for all our pupils. We are an inclusive community where all children are welcomed and challenged to be the very best they can be. We have a very clear and centrally-run behaviour system that ensures no lesson time is wasted and that teachers can focus on their core job.

This role represents a unique opportunity to join an Academy at the beginning of its improvement journey and help grow Phoenix into a beacon for state education. We know that the quality of an Academy cannot outstrip the quality of its teachers and so we place a primacy on teacher growth and development. Working for Phoenix you will receive high levels of support and coaching and be allowed to develop into a highly reflective and effective teacher and leader.

If you are obsessed about the importance of your subject and want to share that passion with as many young people as possible then this is the job for you. We are serious about staff welfare and believe we have developed an approach that eradicates needless bureaucracy from the system and enable teachers to focus on their students. We have excellent facilities on our 9-acre site and all staff get free use of our leisure centre and swimming pool as well as free breakfast and free lunch everyday.

To apply, please download the application form, or visit our website and return the completed form to recruitment@phoenixacademy.org.uk or contact Gemma Hanmore on 020 8749 1141 for further information or to arrange a visit and informal conversation. Please do visit our website www.phoenixacademy.org.uk for more information about the Academy, and the Trust's site www.futureacademies.org to find out more about our ambitious educational family.

I look forward to receiving your application and welcoming you to our Academy.

Yours sincerely,



Oli Knight
Executive Headteacher

Teacher of English – Job description

Job Title: Teacher of English
Reports to: Head of English
Responsible for: Delivering the highest quality learning experiences to pupils in the English Department.
Start date: September 2018
Salary: Main Scale (Inner London)
Disclosure level: Enhanced
Roles included: Classroom teacher, Form Tutor

Job purpose

To contribute to developing Phoenix Academy into a great school by teaching a knowledge-led and challenging English curriculum, teaching highly effective sequences of lessons, and constantly reflecting on your practice.

Objectives

1. To deliver consistently excellent sequences of lessons to pupils to enable them to develop a deep understanding of the subject.
2. To support the development of a knowledge-led disciplinary curriculum.
3. To take responsibility for proactive personal professional development to build own capabilities continuously.
4. To constantly reflect on your practice and commit to the multiple layers of training and development available at Phoenix.
5. To make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
6. To hold, as an effective Form Tutor, responsibility for and a 'single-view' of each pupil in the tutor group and strive to become a true mentor to every pupil.
7. To epitomise the vision and values of Phoenix Academy and at all times adhere to the staff code of expectations.

Principal Accountabilities

A PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality and challenging sequences of lessons.
2. Ensure planned sequences of lessons respond to results of assessment, reporting and monitoring.
3. Facilitate a learning environment that provides every pupil with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an excellent standard of discipline at all times and a classroom atmosphere that is conducive to hard work.
4. Prepare and present pupils for any internal or public examinations, as directed, in a manner that enables each pupil to achieve his or her potential.
5. Maintain high expectations of your pupils and set them challenging but achievable targets.
6. Understand your responsibilities for pupils with particular needs, including your responsibilities under the SEN Code of Practice. These will include identifying pupils with special educational needs, adapting your teaching accordingly, seeking advice from the SENCO

when appropriate, and maintaining adequate records to enable you to feed into whole-school and external reporting.
7. Follow all relevant school and departmental policies in the planning and delivery of lessons.

B ASSESSMENT, REPORTING AND COMMUNICATION

1. Implement the Academy approach to marking and feedback to inform planning, develop learning and evaluate pupils' progress.
2. Make effective and regular use of the Academy's assessment criteria and reporting procedures to inform learning.
3. Set targets for raising pupil attainment in the context of whole school targets and work towards their achievement.
4. Maintain regular records of pupils' attainment and progress.
5. Attend parents' evenings and Open Evenings as required.
6. Assess how well learning objectives have been achieved and use this assessment and Academy provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
7. Liaise with external agencies about individual pupils as required.

C PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.
6. Support colleagues when working in your teacher learning communities.

D.NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
2. Develop strong and positive relationships with pupils.
3. Implement all Academy policies, including the Academy's behaviour policy.
4. Contribute to the design and delivery of the Academy's enrichment curriculum in line with your timetable and the Phoenix enrichment policy.
5. Model the ethos and vision of the Academy at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Contribute to the Academy's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.
8. Help to develop effective subject links with partners and the community, including attendance where necessary at liaison events in partner Schools and Academies and the effective promotion of your subject at Open Days/Evenings and other events.

9. Establish and maintain effective working relationships with colleagues including support staff.
10. Be familiar with and comply with the Academy's Health and Safety policies
11. Be responsible for the health & safety of pupils when they are authorised to be on Academy premises and when engaged in authorised activities elsewhere
12. Adhere, at all times, to the expectations of teachers at Phoenix Academy, outlined on the final page of this document.
13. Any other duties as required by the Headteacher commensurate with the post.

E. FORM TUTOR RESPONSIBILITIES

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
2. Develop strong, trusted, relationships with each tutee to act as his or her mentor.
3. Deliver the Tutor Time curriculum to tutees in tutor time.
4. Implement Phoenix's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
5. Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
6. Monitor the safeguarding and welfare of tutees.
7. Engage tutees' teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
8. Make specialist staff (SENDCO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
9. Proactively engage parents of tutees and endeavour to build positive home-Academy relationships. Act as the primary point of contact for parents of your tutees.
10. Model the ethos and vision of the Academy.
11. Keep the form register and monitor patterns of pupil attendance/ absence.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Deputy Headteacher.

Person Specification

	Essential	Desirable
Qualifications	• Qualified to at least degree level in English. • Qualified to teach in the UK. • Qualified to work in the UK. • QTS or equivalent.	• Further professional qualifications. • Experience of teaching A Level in this subject.
Experience	• Ability to deliver consistently outstanding lessons in this subject to pupils of all ages and abilities. • Proven record of significantly raising achievement with all groups of pupils across the age and ability range and of helping them achieve impressive examination outcomes. • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.	• Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching pupils from backgrounds of socio-economic disadvantage. • Successful experience of working particularly with high ability or SEN pupils.
Knowledge	• Thorough knowledge of the requirements of the National Curriculum in the subject. • An understanding of the ways children learn and how individual needs may be assessed and met. • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. • Knowledge & experience of Safeguarding & Child Protection issues.	• Thorough knowledge of Key Stage 4 and Key Stage 5 specifications in the subject. • Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.
Skills	• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well developed planning & organising skills including time management, prioritisation, delegation and administration. • Sound judgement and problem solving skills.	• An ability and willingness to teach across more than one subject. • A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment. • Competent user of ICT.

Motivation	• Willing to be fully engaged in the whole life of the school including extra curricular activities. • Willing to be a form tutor. • Committed to team work and working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all pupils.	• Experience of leading successful enrichment and extracurricular activities, which inspire and motivate learners.
Attributes	• A clear passion for your subject. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • Personal stamina & energy including a good record of attendance and health. • A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision.	• An entrepreneurial attitude.

- **This post is subject to an enhanced DBS disclosure.**
- **The post holder must be committed to safeguarding the welfare of children.**

Safer Recruitment at Future Academies

Future Academies is committed to safeguarding and promoting the welfare of children and young people. We undertake very thorough checks to ensure that we meet our obligations to protect the children attending our Academy's. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an Enhanced DBS and barred list check. We also ensure staff in a teaching capacity are not subject to a prohibition order or an interim prohibition order. Teachers from the EEA are also subject to a check for any restrictions/sanctions. Those appointed to a management position will be subject to a 'Section 128 direction' to ensure they are not prohibited from taking part in the management of a school.

1. Candidates should be aware that all posts at Future Academies 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. All members of staff will have access to the DfE Keeping Children Safe in Education guidance, September, 2016.
2. Longlisted candidates will be required to complete a Disclosure of Criminal Record form and bring the completed form to interview. If the job involves contact with children up to age 8 you will also be required to make a Disqualification Declaration. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a "regulated position" under the Criminal Justice & Courts Services Act 2000.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the 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.
4. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Independent Safeguarding Authority.

Invitation to Interview – please bring with you:

- Disclosure of Criminal Record, or Disqualification Declaration form in a sealed envelope. This form will be sent to candidates invited to interview.
- Documentary evidence of identity that will satisfy DBS requirements such as a current UK Photo card driving license and/or a current passport and/or a full birth certificate
- Documentary proof of address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Original certificates confirming any educational or professional qualifications that are necessary or relevant for the post
- Evidence that you have the right to work in the UK

Please note that originals of the above are necessary. Photocopies are not sufficient.

Candidates will be asked to account for any gaps in their employment history and to address any discrepancies or anomalies in their application form. We will require information in accordance with statutory guidance for anyone who has worked or been resident overseas in the previous five years.

We will seek references on longlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Phoenix Academy – The area

There area has fantastic transport links. It has five underground stations which together link Shepherds Bush to the Central, Hammersmith & City and London Overground lines. The closest station is White City and Shepherds Bush and Wood Lane are within easy walking distance. Journey times are:

- Liverpool Street: 26 minutes
- Canary Wharf: 41 minutes
- Waterloo: 28 minutes
- Bank: 23 minutes

There is ample free parking on-site.

Shepherds Bush has superb entertainment provisions and arts facilities. It's a very active and vibrant area in West London. It has extensive retail facilities, including the Westfield Shopping Centre, the largest urban shopping centre in Europe. Shepherds Bush has the postal code W12.