SHARE
MULTI-ACADEMY TRUST

SHELLEY COLLEGE
VALUING PEOPLE
SUPPORTING PERSONAL BEST





Shelley College

Teacher of English

Application Pack

May 2018

Welcome from the CEO



Dear Applicant,

Thank you for taking an interest in this post at Shelley College. I hope the materials enclosed in this pack give you a good sense of what makes the school a special place to work and provides the information you need about the post. Please do not hesitate to contact us if you need anything further (or would like to visit before writing your application).

Our belief in "Valuing People, Supporting Personal Best" means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as "helping others to achieve their best" and that is what your line manager will try to do for you.

We enjoy many advantages at Shelley College. As a National Support School and National Teaching School, we are at the centre of a network that aims to provide the very best professional and career development opportunities. We are also at the centre of an emerging academy chain of secondary and primary schools that share our values and want the very best for their students and staff. Whatever your role or whatever your career plans, we can help you achieve them. Added to that, we possibly have the best rural location of any secondary school in the country, close enough to the cities of Leeds, Manchester and Sheffield for many of our staff to travel from these areas. Our staff are friendly and supportive of each other and there is a strong sense of a committed team working together.

Our students, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people. The students at Shelley College are a pleasure to work with; they are keen to learn, talented and very well-behaved, far from the negative views that can often be expressed in the press about teenagers!

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.
I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

John McNally
Principal

Information about Shelley College

Shelley College is a 13-18 year mixed comprehensive academy having converted in 2011. Our fundamental beliefs about education are summarized in our mission statement of "Valuing People, Supporting Personal Best". The first part of this statement illustrates our desire to help young people be happy and confident at school and beyond. We think this in turn gives them the best chance of being successful in achieving their goals and ambitions. The second part of our mission statement recognises that we all have different strengths and can only try our best. This is not an easy option; asking young people to always try their best in everything they do is very ambitious and we do all we can to help everybody to reach their full potential.

Parents tell us that they value a school where their child feels happy, valued, known as an individual and supported to do their best. We try our utmost to deliver these aims. We have a commitment to achieving our guiding values, our five 'C's':

Consideration	-We treat everybody as we would wish to be treated
Communication	-We listen, explain and check understanding
Collaboration	-We help people work together effectively
Celebration	-We build confidence by recognising contributions and efforts
Commitment	-We keep trying until we have given our absolute best.

These values underpin our behaviour policy, which we call "Commitment to Learning", which places an emphasis on rewarding all our students for trying their best or exceeding expectations. We frequently celebrate students' successes and we set great store by trying to work together with parents, to achieve the best outcomes we can for their child.

This approach, together with a rich curriculum, has brought our students considerable success. They perform very strongly in public examinations, compete at a very high standard in a wide variety of sports, perform at the highest levels of dance, Humanities and music, contribute to a wide variety of charitable causes and support numerous community causes. We do not subscribe to the negative manner in which many young people are often portrayed because we see evidence of a superb attitude, hard work and commitment on a daily basis. We are very proud of the young people who attend our college.

Our sixth form is increasingly becoming the first choice destination for students from a number of high schools as well as our own. We offer a distinctive choice; being a relatively small post-16 institution we can offer a level of personal attention that is difficult to match elsewhere. This personal touch extends to teaching, where our small class sizes allow teachers to offer individual guidance and to our pastoral support, which enables our staff to know each student well and help at whatever level is needed. Again, this standard is reflected in our rapidly improving results, with recent outcomes consistently placing us in the top 10% of all post-16 institutions nationally. Again, there are wealth of curriculum options available and a warm, friendly and happy atmosphere balanced with a determination to help everybody achieve their personal goals.

The same beliefs apply equally to our staff. We believe in investing in our staff, to help them become the best they can be. We want our employees feel valued, happy in their work and keen to achieve their personal best. Our staff are friendly, hard-working and a great team. If you are thinking of joining us, I hope this encourages you to find out more and apply.

Awards can only ever tell part of the story about a school but we are proud of number of whole-school achievements and our strong performance in statistical tables. We were delighted to be recognised as 'Outstanding' by OFSTED and the Department for Education has awarded us 'National Teaching School' and 'National Support School' status. We are equally proud of our other awards, such Investors in People Gold and our PE Quality Mark.

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What our staff say about us



The staff I have worked with throughout my ITT year, NQT year and beyond have been brilliant; supporting and encouraging my professional development at the school.

Grant Richardson, Teacher of Geography



I wish I'd have known how much support I was going to get in developing my career, as it would have given me a great deal of confidence when stepping into my first role.

Greg Wadsworth, Director of Sixth Form

All the staff are friendly and welcomed me greatly into the team. I am now able to mentor other staff members and show them the ropes too!

Sam Crowther, Senior ICT Technician



The students are motivated, there is a team ethos amongst the staff and there are excellent CPD opportunities.

Lucy Sykes, Assistant Principal



SHARE Multi-Academy Trust is the charitable company that currently runs Shelley College, Heaton Avenue Primary School, Millbridge Junior, Infant & Nursery School and Cowlersley Primary School. Royds Hall Community School and Thornhill Community Academy will be joining us in Autumn 2018. We are an emerging academy chain of secondary and primary schools that share our values and want the very best for our students and staff.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. As well was being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than 300 people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you.

Valuing People, Supporting Personal Best

Whatever your role or whatever your career plans, we can help you achieve them.

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Employee Benefit Schemes

A world of benefits and reward for all staff!

We believe in making the world a happier place to work. We do that by providing a package of flexible employee benefits, including:

- An attractive pension scheme for both Teaching and Support Staff.
- School's Advisory Service – staff well-being support and medical cover, including amongst other things: counselling; physiotherapy; and operations.
- Share Academy Savers – the home of our employee benefits. Offering discounts on everything from groceries and shopping through to holidays, insurance, days out, restaurants and more.
- Salary sacrifice benefit schemes - salary sacrifice enables staff to give up some of the cash value of their pay to receive other benefits which saves on tax and national insurance. The Trust currently runs the following salary sacrifice schemes:
    - Childcare Vouchers - savings of up to £933 a year. Childcare vouchers can be used for pre-school and nursery costs plus after school clubs, summer camps and even independent school fees.
    - Bikes – savings of up to 42% on the cost of a new bike.
    - Computers – savings on the cost of Desktop machines, Laptops, Apple Products and software.

Teacher of English Role Profile

Role Title	Teacher of English	***Reporting to***	Head of English
Section	English		
Contract type	Permanent	***Grade / Salary***	MPS/UPS

Overall purpose of role	As a Teacher of English you will be required to meet the general requirements of this post, as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Principal. The post will require you to work in partnership with the Principal, Senior Leadership Team, governors and staff to ensure the continuous improvement of the Academy. This role will also require the post holder to work in other school settings under the direction of the Principal.
Safeguarding Requirements	This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household. Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the headteacher.

Key Outputs

1. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students' and support a designated department or curriculum/subject area as appropriate.
2. To monitor and support the overall progress and development of students as a teacher and form tutor, setting students individual improvement goals as appropriate.
3. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
4. To contribute to raising standards or student achievement and attainment.
5. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
6. To promote and actively support the school's responsibilities towards safeguarding.
7. To prepare and regularly update subject materials.
8. To ensure that ICT, Literacy, Numeracy and subject specialism(s) are reflected in the teaching and learning experience of students.
9. To set regular, relevant and challenging homework tasks.
10. To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
11. To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour standards of work and homework.
12. To ensure the learning needs of individual students are met, particularly vulnerable groups, such as those with SEN, disabilities or disadvantages students.
13. Where necessary, to liaise with parents and others to support students.

14. To provide regular, high quality feedback to students that supports future learning and progress.
15. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
16. To assess, record and reports on the attendance, progress, development and attainment of students and to keep such records as are required.
17. To use the outcomes of on-going assessment to help shape future planning.
18. To self-evaluate and undertake professional development to help achieve the highest possible standards in role.
19. To reward and celebrate students' success.
20. To attend meeting and complete additional admininstration tasks as required by the role.
21. To undertake any other duties associated with the role, as may be decied by your line manager of the Principal.

Dimensions *(Financial/Statistical/Mandates/Constraints/No. of direct reports)*

- Range of Teachers approximately 80 across the whole school.
- Range of Students approximately 1400.

Work/Business contacts

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

External: Parents and Families, Examinations Boards.

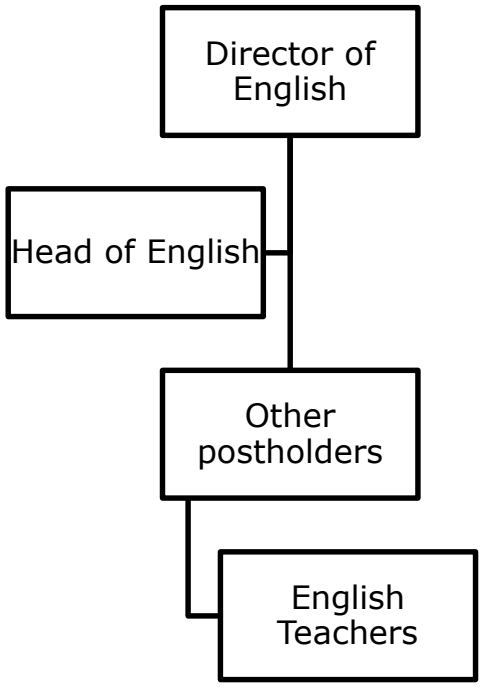
Expertise in Role Required (At selection - Level 1)	**Essential or Desirable**
• Qualified Teacher Status	Essential
• Degree or equivalent	Essential
• Evidence of continuing professional development and a willingness to undertake further development as appropriate	Essential
• Evidence of/potential to become an excellent classroom practitioner, capable of inspiring students and forming good relationships with colleagues	Essential
• Ability to inspire and motivate students	Essential
• Able to analyse data with a view to developing strategies to improve performance	Essential
• Ability to monitor and evaluate impact of interventions and strategies	Essential
• Detailed knowledge of current developments in subject area for all levels including sixth form	Essential
• Knowledge of innovating teaching and learning strategies	Desirable
• Successful experience or the ability to teach subject at GCSE	Essential
• Successful experience or the ability to teach subject at A Level	Desirable
• Highly competent in ICT and the use of computers	Desirable
• Excellent communication skills	Essential
• Excellent behaviour management skills	Essential
• Commitment to the safeguarding of young people	Essential
• A willingness to be fully involved in the wider life of Shelley College, including extra-curricular activities.	Desirable

Other (Physical, mobility, local conditions)	
• Is willing to work flexibly within scope of overall hours, e.g. evening meetings.	Essential

Expertise in Role - After initial and advanced development

- Successful experience or the ability to teach at A Level
- Evidence of monitoring and evaluating interventions and strategies
- Evidence of data analysis and strategies used to improve performance
- Evidence of on-going continuing professional development.

Structure



Signatures

Approved by : CEO

Approved by : Post Holder/or Representative



To apply please visit our vacancies webpage
https://www.tes.com/jobs/employer/-1022450

Closing date: The closing date is 20th May 2018.