



CANDIDATE INFORMATION BROCHURE

GREENSWARD ACADEMY



To inspire young people to make their best better

Dear Candidate

Thank you for taking the time to apply for the Director of Maths at Greensward Academy.

Greensward Academy is part of Academies Enterprise Trust, the largest nationwide, multi academy sponsor in the country.

Academies Enterprise Trust firmly believes 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.

Greensward Academy has an exciting future and this appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours faithfully

The Talent Team





Greensward Academy

Greensward Academy is a co-educational 11-19 comprehensive independent Academy with Specialist School status. Greensward Academy's approach is based on delivering excellence in teaching and learning. We will encourage creative, responsive and effective approaches to learning and teaching for all students. This will ensure a continuous and consistent focus on student achievement and development in all areas.

We will drive innovation in education ensuring Greensward is able to respond to a changing world and that the skills, learning and aspirations of our students are developed and enhanced through creative personalised learning and excellence in teaching.

There are approximately 1444 students and 181 staff, including 96 teaching staff. It is organised as follows:

- Key Stage 3 - Years 7, 8 and 9
- Key Stage 4 - Years 10 and 11
- Key Stage 5 - Years 12,13 and 14

In 2015, 73% of our GCSE students gained 5 A*-C grades with 65% 5 A*-C inc English & Maths and 99% gained at least one GCSE.

At Key Stage 5 99% of our A level students gained grades A-E, with 56.1% gaining A*s - B and all students who wanted to go to University gained a place.

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| <i>Postholder:</i> | Vacant |
| <i>Job Title:</i> | Teacher of Geography |
| <i>Curriculum Area:</i> | Humanities |
| <i>Responsible to:</i> | Director of Humanities |
| <i>Responsible for:</i> | The provision of a full learning experience and support for students in Geography. |
| <i>Liaising with:</i> | <p>The Principal</p> <p>Vice-Principals</p> <p>Directors of Learning</p> <p>Heads of Year</p> <p>Teachers, relevant Educational Support Staff, external agencies and parents.</p> |
| <i>Duties:</i> | To carry out duties of an Academy teacher as is set out in The Pay & Conditions Document 2018 subject to any amendments due to government legislation. |
| <i>Purpose:</i> | <ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a Teacher and Form Tutor. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the Academy's responsibility to provide and monitor opportunities for personal and |

academic growth.

Working time: 195 days per year. Full time.

Professional development: 1 full day on first day of the academic year and then 22 ½ hours CPD after or out of Academy hours.

Allowance Attached to the Post: N/A

Disclosure Level: Enhanced

PPAs: 10% of a full timetable.

ASSISTANT TEACHER RESPONSIBILITIES

Operational/Strategic Planning

- 1.1 To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies.
- 1.2 To contribute to the development plan and its implementation.
- 1.3 To plan and prepare courses and lessons.
- 1.4 To contribute to the whole Academy's planning activities.
- 1.5 To follow the Academy policies and procedures e.g. Equal Opportunities, H&S, COSHH, etc.

Curriculum Provision

- 2.1 To ensure the delivery of an appropriate, comprehensive, high-quality and cost –effective curriculum programme which complements the Academy's strategic objectives.

Curriculum Development

- 3.1 To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Mission and Strategic Objectives.

Human Resource Management

- 4.1 To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- 4.2 To continue personal development in the relevant areas including subject knowledge and teaching methods.
- 4.3 To engage actively in the Performance Management Review process.
- 4.4 To ensure the effective/efficient deployment of classroom support.
- 4.5 To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

Quality Assurance

- 5.1 To help to implement Academy quality procedures and to adhere to those.
- 5.2 To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed Academy policies and procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 5.3 To review from time to time methods of teaching and programmes of work.
- 5.4 To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Management Information

- 6.1 To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 6.2 To complete the relevant documentation to assist in the tracking of students.
- 6.3 To track student progress and use information to inform teaching and learning.

Communications

- 7.1 To communicate effectively with the parents of students as appropriate.
- 7.2 To communicate and co-operate with persons or bodies outside the Academy as appropriate.
- 7.3 To follow agreed policies for communications in the Academy.

Marketing and Liaison

- 8.1 To take part in marketing and liaison activities such as Open Evenings Parents Evenings, and liaison events with partner schools.
- 8.2 To contribute to the development of effective subject links with external agencies.

Management of Resources

- 9.1 To contribute to the process of the ordering and allocation of equipment and materials.
- 9.2 To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit the Academy, curricular area and the students.
- 9.3 To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, curricular area and the students.

Pastoral System

- 10.1 To be a Form Tutor to an assigned group of students.
- 10.2 To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- 10.3 To liaise with the relevant Heads of Year to ensure the implementation of the Academy's pastoral system.
- 10.4 To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- 10.5 To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 10.6 To contribute to the preparation of Action Plans and progress files and other reports.
- 10.7 To alert the appropriate staff to problems experienced by students.

- 10.8 To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- 10.9 To contribute to PSHE and promote British values according to Academy policy
- 10.10 To apply the behaviour management policy so that effective learning can take place.

Teaching

- 11.1 To teach, students according to their educational needs, including the setting and marking of all classwork and coursework carried out by students in the Academy and elsewhere.
- 11.2 To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 11.3 To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 11.4 To ensure that Literacy and Numeracy are reflected in the teaching/learning experience of students.
- 11.5 To undertake a designated programme of teaching.
- 11.6 To ensure a high quality learning experience for students which meets internal and external quality standards.
- 11.7 To prepare and update subject materials.
- 11.8 To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 11.9 To maintain discipline in accordance with the Academy procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 11.10 To undertake assessment of students as requested by external examination bodies, curriculum areas and Academy procedures.
- 11.11 To mark, grade and give written/verbal and diagnostic feedback as required.

Personal Responsibilities

- 12.1 To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- 12.2 To support the Academy in meeting its legal requirements for worship.
- 12.3 To actively promote Academy policies and procedures.
- 12.4 To comply with the Academy's Health & Safety policy and undertake risk assessments as appropriate.
- 12.5 To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.

- 12.6 To undertake duties before Academy, at break, at the end of the lunch period and after Academy on a rota basis.
- 12.7 To attend calendared meetings punctually.
- 12.8 To set cover work for known absences.

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

| <i>Essential</i> | <i>Desirable</i> |
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| <i>Qualifications and Experience</i> | |
| <ul style="list-style-type: none"> • A good honours degree or equivalent and QTS. | <ul style="list-style-type: none"> • A good honours degree or equivalent and PGCE. • Evidence of further subject-based professional development. |
| <i>Teaching</i> | |
| <ul style="list-style-type: none"> • Evidence of good classroom practice that has secured consistently excellent levels of student achievement. • Good understanding of effective and engaging teaching methods. • The ability to engage, enthuse and motivate students. • The ability to deliver dynamic and exciting lessons. | <ul style="list-style-type: none"> • Experience of the use of ICT to enhance the teaching and learning process. |
| <i>Raising Achievement</i> | |
| <ul style="list-style-type: none"> • An understanding of the use of assessment to inform planning. | <ul style="list-style-type: none"> • Evidence of improved student outcomes. • The ability to monitor student progress through the use of ICT. |
| <i>Planning</i> | |
| <ul style="list-style-type: none"> • The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students. • The ability to set consistently high expectations for all students through class work and homework. | <ul style="list-style-type: none"> • A willingness to be involved in extended curriculum opportunities in the subject area. • The ability to manage time effectively and prioritise work. |
| <i>Professional Attributes</i> | |
| <ul style="list-style-type: none"> • Highly motivated. • Respond well to a challenge. • Maintain high professional standards. • Excellent communication skills. • Commitment to own professional development. | |

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 for 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. The 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. The 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.