

RECRUITMENT PACK

Accord
MULTI ACADEMY TRUST

DEAR APPLICANT,

Thank you for your interest in Ossett Academy and Sixth Form College. We hope that the information contained within this pack will help you decide if you have the right qualities, skills and experience to apply for our vacancy.

The Academy is an 11-19 Academy with over 1,670 students including 300 students in the Sixth Form. We maintain high standards across all aspects of Academy life with high academic attainment and an explosion of extra-curricular opportunity and talent. As a result of these factors and the strong reputation that the Academy has, we are currently significantly over-subscribed.

Most recently the Academy took the decision to form a Multi Academy Trust (MAT) with a local secondary Academy and two Primary Schools. Our move to become a strategic partner within the Accord Multi Academy Trust is exciting. Our vision is that Accord develops our knowledge of learning from primary to secondary so that students have access to an even better range of opportunities in order to achieve excellence. Equally, there are also extended opportunities for staff to work in collaboration and to gain from an enhanced offer of Continued Professional Development linked to the most relevant career stage pathway. The Accord Multi Academy Trust is different in that there is no lead school; it is truly a partnership between like-minded institutions.

Partnership and collaboration is a key feature of our work. Ossett Academy and Sixth Form College is also one of nine schools that form Education Ossett Community Trust (EOCT), an educational trust which provides a broad range of opportunities and experiences for children and young people of ages 11-19 in the town of Ossett.

The development of our community is an extremely important feature of our work, and a key priority is to ensure that we have very positive relationships with parents and carers in order to fully support the learning of all young people.

As Principal, the things that are distinctive about the Academy in my view are the incredibly high expectations of all students and staff, the balance of traditional values set against those of modern society, the vast array of enrichment opportunities and the overwhelmingly positive approach and ethos.

It is a real privilege to work with and lead such a talented body of students and staff here at Ossett Academy and Sixth Form College and if you feel that you have the vision, drive and energy to support and contribute to the Academy's further continued improvement, then we would like to hear from you.

Yours sincerely,



Alan Warboys
Principal

AIMS OF THE ACADEMY

To be a dynamic learning community that promotes enjoyment, opportunities and friendship.

To promote excellence by inspiring students to realise their full potential, achieve high standards and have the courage to accept new challenges.

To maintain a safe, caring and healthy environment for all which creates hopes, dreams and aspirations.

To develop life-long learners with the skills and determination to succeed in an ever changing technological world.

To develop self-awareness and tolerance towards others with different cultures and beliefs.

To create responsible members of a local, national and international community who promote equality and respect and understand the value of our environment and its future.

CONTEXTUAL INFORMATION

- The Academy is much larger than the average-sized secondary school and is heavily oversubscribed.

- The proportion of students supported through the pupil premium is below the national average.

- The proportion of disabled students and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well below average.

OSSETT ACADEMY'S

STRATEGIC PLAN FOR SUCCESS

'Securing success for our students, our community and our academy'

SUCCESSFUL STUDENTS ARE:

- Caring, courageous and courteous
- Resilient
- Engaged
- Independent
- Aspirational
- Responsible
- Believers in their own abilities and potential.

SUCCESSFUL STAFF ARE:

- Setters of the highest standards
- Consistent appliers of the highest standards
- Inclusive
- Collaborative
- Experts in their own areas
- Empowered learners
- Resilient

SUCCESSFUL LEADERS ARE:

- Aspirational
- Inspirational
- Positive
- Principled
- Purposeful
- Relentlessly in pursuit of success for all
- Challengers
- Supporters
- Resilient

YEAR 1 KEY PRIORITIES TO SUCCESS FOR 2017-2018

KEY PRIORITY 1 :	KEY PRIORITY 2 :	KEY PRIORITY 3 :	KEY PRIORITY 4 :	KEY PRIORITY 5 :
'Achieving Success' All students across all key stages secure at least good outcomes in relation to starting points. *Focusing upon...* • A continued rise in outcomes for key groups of students including disadvantaged; the most able, SEND without an EHCP and boys. • Continuing to minimize the variation in outcomes across subjects with a particular focus on EBACC subjects, to ensure all outcomes represent good progress for all students. • Continuing to enhance and improve the provision at post 16.	**'Securing Success'** Teaching, learning and assessment are all highly developed across all subjects and lead to at least good outcomes and progress for all students across all key stages. *Focusing upon...* • Teaching to the top and ensuring that all learning represents stretch and challenge for all students. • Pride in presentation of work • Metacognitive approaches to teaching and learning. • Feedback that makes a difference. • Further developing a positive climate and attitude to learning.	**'Developing Success'** All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high quality professional development and partnerships. *Focusing upon...* • Embedding the five key priority areas for 'securing success' • Further developing and embedding mentoring for colleagues where teaching, learning and assessment are variable and not yet consistently good. • Further developing and embedding coaching as a model for sustained and lasting improvement for teachers. • Providing on-going and bespoke leadership development for all leaders in the academy.	**'Standards for Success'** All students maintain the highest standards for success across all aspects of academy life. *Focusing upon...* • Raising further, attendance levels of a minority of students. • Reducing further, the number of students who receive a fixed term exclusion • Reducing the number of students who are permanently excluded from the academy to zero. • Ensuring consistently high standards of behavior across the academy, in line with the academy's heightened expectations. • Creating engaging spaces and learning environments • Implementing a system of positive recognition that values students that go 'above and beyond' the basic expectations.	**'Supporting Success'** All students are supported to live balanced, healthy lives that are rich with both academic and extra- curricular opportunities. *Focusing upon...* • Highly effective pastoral and academic interventions that are personalized and dependent upon student need. • Increasingly successful parental engagement and support. • Supporting students to develop spiritually, morally, socially and culturally through effective all-round learning experiences. • Encouraging participation of students in a variety of enrichment opportunities paying particular attention to key groups of learners including those who are disadvantaged or SEND support. • Developing student leadership to enable students to become leaders of their own learning.

"Year 6 students, soon to be Ossett year 7 students, should look forward to coming up and immediately feeling part of the Ossett family."

LYDIA JACKSON
STUDENT



ACADEMIC EXCELLENCE

Ossett Academy is a dynamic community that promotes enjoyment in learning and extensive opportunities for young people in a warm and friendly environment. Our students consistently achieve strong results at both GCSE and A Level. When compared with other schools, we are consistently performing amongst the highest in the country on a number of measures, a fact that we are incredibly proud of. This academic excellence does not happen by accident; it is as a result of the highest expectations of all our students and staff. We work in partnership with students and parents/carers to ensure the very best academic achievements for all our students. We encourage students to have a love for learning. We believe we provide students with the right skills, aptitudes and an appetite for learning that will last for a lifetime.



GCSE RESULTS

	2016	2017
% of students achieving at least 5 GCSEs (or equivalent) A* - C/9-4 including English & Mathematics	76.98	75
% of students achieving at least 5 GCSEs A*- C/9-4	80.38	78.79
% of students achieving at least 5 GCSEs A*- G/9-1	96.23	98.86
% of students achieving the EBacc	27.92	21.21

HEADLINE MEASURES

	2016/2017
4+ in English and Maths	77%
5+ in English and Maths	60%
English Baccalaureate	21.21% (32.2% entered)
Attainment 8	51.59

A LEVEL RESULTS

	2016	2017
A* - E A level & equivalent	100%	100%
A* - B A level & equivalent	52%	44.72%

ADVERT

TEACHER OF MATHS

MPR / UPR

TO START SEPTEMBER 2018

Ossett Academy & Sixth Form College are seeking to appoint an inspiring and dedicated Teacher of Mathematics. The successful applicant will enthuse, engage, motivate and challenge students to raise achievement at all levels in Mathematics.

The Mathematics department is a high achieving, forward thinking, positive department who believe that every child can achieve in Mathematics.

At Ossett Academy we strive to create an environment where students enjoy learning and are given the opportunity to stretch themselves both academically and also through a wide range of other extra-curricular activities. Our success is founded on traditional values set in a warm, friendly environment.

If you would like further information regarding the role or to arrange a visit to the Academy please contact the HR department on 01924 232820.

The application form is available at www.ossettacademy.co.uk

Please return your application form to the HR Department at Ossett Academy & Sixth Form College either by post or email to hr@ossettacademy.co.uk

Closing date for applications is **Friday 26 January 2018 at 12 noon.**

Interviews will take place week commencing **29 January 2018.**

Ossett Academy and Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an Enhanced DBS check.

DEPARTMENT INFORMATION

Maths Department

The Mathematics Department at Ossett Academy is a large, vibrant team, currently consisting of seventeen Mathematics Teachers. The team has a good mix of experience and skills, contributing to the supportive ethos in the department. All staff currently teach an exclusively mathematics timetable.

We are accommodated mainly in a dedicated building which also has a Mathematics Workroom. Post 16 lessons are taught in specialist Ossett College accommodation. All of the classrooms are equipped with the latest technology utilising the flexibility of SmartProjectors and AppleTV. The department expects lessons to be challenging, active and motivating, recognising that positive teacher-student relationships are a key element in student progress.

Our Key Stage 3 is Year 7 and Year 8. Students are set by mathematical ability on entry in Year 7, based on their KS2 information. We currently have three parallel bands of four sets and are in the process of reviewing and adapting schemes of work to provide a solid foundation for the changing GCSE specification.

Our Key Stage 4 begins in Year 9 and students follow a 3 year Scheme of Work to prepare them for the Edexcel Linear GCSE course taken at the end of Year 11. For several years now our students have achieved outstanding success in their GCSE Mathematics examinations. In the last three years over 87% of students have achieved grades A*-C, with the number of students achieving the expected progress increasing year on year. In 2015-16 more students made more progress than ever before with 33% of students last year achieving A* or A grades.

The department has a history of success at advanced level, and has always offered A-level Further Mathematics as an option. In 2014-15, we were placed in the top 25% of providers for A Level Mathematics and in the top 10% for A Level Further Mathematics. We deliver a range of modules based around the Edexcel specification. Currently, in year 12 students take C1, C2, and M1 modules, and in year 13 the C3, C4, and M1 modules. Further Mathematics students study FP1, FP2, D1, D2, M2, & S2 modules. We are in the process of adapting our schemes of work in line with the new specification to be taught from 2017 onwards.

We are constantly looking for opportunities to enrich students' experiences of mathematics through dedicated Numeracy days, revision conferences and master classes as well as significant participation in the UKMT Mathematics Challenges at all levels. Every year several offsite educational visits take place including a visit to Paris / Disneyland Paris this year.

The Mathematics Department at Ossett Academy form an incredible and unique team, we believe that this ethos and an unshakable belief in our students is a crucial part of our success.

JOB DESCRIPTION

Job Title: Subject Teacher

Reporting to: Curriculum Team Leader / Head of Department

Purpose of Job:

Carry out the professional duties of a teacher in accordance with this job description, the Academy's Career Stage Expectations and the range of professional duties as set out in the School Teachers Pay & Conditions Document.

To deliver the national curriculum and raise attainment predominantly in your specialist subject(s) across the age and ability range of students and contribute to the curriculum and the development of the Academy.

Promote achievement of high standards through effective teaching and learning within your specialist subject(s) area, preparation, evaluation and action planning.

To undertake the role of form tutor, provide timely communications to students in form group and offer advice and guidance.

ACCOUNTABILITIES:

1. Teaching and Learning

- Provision of effective teaching of class groups and individuals so that teaching objectives are met, challenging lessons are provided and effective use of teaching time is made.
- Ensure appropriate teaching methods are used to keep students engaged, using a variety of teaching and learning styles, clear presentation and excellent use of resources.
- Adapt teaching and learning methods as appropriate to individuals or groups of students to ensure all students progress in their learning and their needs are met.
- Keep up to date with developments in the curriculum area and education in general.
- Continue to develop teaching methods and lesson plans to ensure they enshrine best practice and encompass the needs of all students.

2. Monitoring, Evaluation and Assessment

- Ensure that individual student progress is regularly assessed, recorded, reported and used to inform future teaching.
- Monitor student progress through the use of performance and benchmarked data to ensure that high standards of learning are achieved and maintained.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress to ensure that students know their current level of achievement and is expected in order to raise their level of achievement.

3. Relationships with colleagues, parents/carers and wider community links

- Maintain positive relationships with parents and carers.
- Liaise with Curriculum Leader/Head of Department and/or Learning Leader as appropriate.
- Attend Parents Evenings to keep parents informed of progress and contribute to accurate student reports.
- Establish effective working relationships with colleagues and other professionals.

4. Training & Development & Extra-Curricular Activities

- Set personal targets and take responsibility for own continuous professional development.
- Contribute to the broader life of the Academy by supporting curricular and extra-curricular events and activities.
- Contribute to the promotion of the curriculum area within the Academy and wider community to encourage students' interest in the subject.

GENERAL REQUIREMENTS:

All Academy staff are expected to:

- Support and contribute to the Academy's responsibility for safeguarding students
- Work towards and support the Academy vision and the current Academy objectives outlined in the Academy Strategic Plan
- Adhere to policies as set out by the Governing Body
- Maintain high professional standards of attendance, punctuality, appearance and conduct
- Foster positive and courteous relations with students, parents and colleagues
- Undertake other reasonable duties related to the job purpose required occasionally

REVIEW AND AMENDEMENT:

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Ossett Academy & Sixth-Form College is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

Please find attached a copy of Ossett Academy's Career Stage Expectations.

Career Stage Expectations

STANDARD	M2	M3	M4	M5	M6
1. Set high expectations which inspire, motivate and challenge students • establish a safe and stimulating environment for students, rooted in mutual respect • set goals that stretch and challenge students of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	Ensure the Academy's aims are always upheld and positive attitudes and values are demonstrated consistently. Establish a safe and stimulating environment for all students and staff.				
2. Promote good progress and outcomes by students • be accountable for students' attainment, progress and outcomes • plan teaching to build on students' capabilities and prior knowledge • guide students to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how students learn and how this impacts on teaching • encourage students to take a responsible and conscientious attitude to their own work and study.	Working towards a 100%, but at least, a minimum of 60% of students (in a selected class/cohort/course) achieving in line with school/departmental expectations e.g. FFT, LoP, ALPS.	Working towards a 100%, but at least, a minimum of 65% of students (in a selected class/cohort/course) achieving in line with school/departmental expectations e.g. FFT, LoP, ALPS.	Working towards a 100%, but at least, a minimum of 70% of students (in a selected class/cohort/course) achieving in line with school/departmental expectations e.g. FFT, LoP, ALPS.	Working towards a 100%, but at least, a minimum of 75% of students (in a selected class/cohort/course) achieving in line with school/departmental expectations e.g. FFT, LoP, ALPS.	Working towards a 100%, but at least, a minimum of 80% of students (in a selected class/cohort/course) achieving in line with school/departmental expectations e.g. FFT, LoP, ALPS. Some students will exceed targets set.
3. Demonstrate good subject and curriculum knowledge • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Keep up to date with developments in subject areas. Promote literacy and numeracy within the subject area wherever possible.	Keep up to date and share developments in the relevant subject area with colleagues. Promote literacy and numeracy within the subject area and across the academy, wherever possible.			

4. Plan and teach well-structured lessons • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge an understanding students have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	All lessons taught are satisfactory or better. All lessons are planned effectively using a range of techniques and strategies.	All lessons taught are satisfactory or better. At least 40% of lessons taught are good or better. All lessons are planned effectively using a range of techniques and strategies.	All lessons taught are satisfactory or better. At least 60% of lessons taught are good or better. All lessons are planned effectively using a range of techniques and strategies and the design of the curriculum within the relevant subject area is contributed to.	All lessons taught are satisfactory or better. 80% of lessons taught are good or better. All lessons are planned effectively using a range of techniques and strategies and the design of the curriculum within the relevant subject area is contributed to.
5. Adapt teaching to respond to the strengths and needs of all students • know when and how to differentiate appropriately, using approaches which enable students to be taught effectively • have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development • have a clear understanding of the needs of all students, including those with SEND,; those of high ability; those with EAL;; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Differentiation strategies are used as appropriate within lessons and learning is tailored to the needs of individuals and groups of pupils (FSM, G&T, EAL etc.). SMSC is demonstrated in lessons where appropriate.		Differentiation strategies are used as appropriate within lessons and are shared with the rest of the appropriate team. Learning is tailored to the needs of individuals and groups of pupils (FSM, G&T, EAL etc.). SMSC is demonstrated in lessons where appropriate.	

6. Make accurate and productive use of assessment • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure students' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.	Students' work is continually assessed and Academy tracking systems are used. Academy tracking and assessment deadlines are met. Regular feedback is given to students, parents and colleagues to allow targets to be set. The assessment requirements for the relevant subject area are understood and adhered to.	Continually assess students' work and use Academy tracking systems. Academy tracking and assessment deadlines are met. Give regular feedback to students, parents and colleagues to allow targets to be set. Lead on internal moderation and standardisation of assessment with the relevant subject.
7. Manage behaviour effectively to ensure a good and safe learning environment • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	Demonstrate consistently high expectations of behaviour, not just in the classroom, but across the Academy site. Uphold and support the departmental and Academy behaviour policies by playing an active role in carrying out sanctions when necessary.	

8. Fulfil wider professional responsibilities • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to students' achievements and well-being.	Able, with support, to identify key professional development needs and respond to advice and feedback. Deploy support staff effectively. Communicate with parents when needed.	Take a proactive role in accessing relevant support and professional development from colleagues. Deploy support staff effectively. Communicate with parents when needed.	Take a proactive role in leading the professional development of colleagues, mentoring and coaching colleagues where and when appropriate. Deploy support staff effectively. Communicate with parents when needed. Keep up to date with Academy communications and respond quickly and efficiently to colleagues, when required.

A colleague at any level of the above scale must meet all the following requirements:

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils, colleagues and other adults with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

STANDARD	UPS 1	UPS 2	UPS 3	TLR 2	TLR 1
1. Set high expectations which inspire, motivate and challenge students • establish a safe and stimulating environment for students, rooted in mutual respect • set goals that stretch and challenge students of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	To contribute towards, promote and ensure the Academy aims and positive attitudes and values are upheld across the school. To provide a safe and stimulating environment for all staff and students.			To contribute towards, promote and ensure the Academy aims and positive attitudes and values are upheld across the school and within a team. To provide a safe and stimulating environment for all staff and students.	
2. Promote good progress and outcomes by students • be accountable for students' attainment, progress and outcomes • plan teaching to build on students' capabilities and prior knowledge • guide students to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how students learn and how this impacts on teaching • encourage students to take a responsible and conscientious attitude to their own work and study.	Working towards a 100%, but at least a minimum of 80% of students achieving in line with school/departmental expectations. Some students will exceed targets.				

3. Demonstrate good subject and curriculum knowledge • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Lead on developments within the specified area e.g. subject, year group etc. Promote literacy and numeracy within the curriculum area wherever possible.	Lead, embed and monitor curriculum changes or other aspects of Academy leadership, within a team. Promote literacy and numeracy across the Academy wherever possible.
4. Plan and teach well-structured lessons • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	All lessons taught are good or better. All lessons are planned effectively using a range of techniques and strategies and the design of the curriculum within the relevant subject area is contributed to. Support colleagues, including trainee teachers, within the team to plan and deliver challenging, active and motivating lessons.	All lessons are planned effectively using a range of techniques and strategies and the design of the curriculum within the relevant subject area is contributed to.
5. Adapt teaching to respond to the strengths and needs of all students • know when and how to differentiate appropriately, using approaches which enable students to be taught effectively • have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development • have 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 be able to use and evaluate distinctive teaching approaches to engage and support them.	Differentiation strategies are used as appropriate within lessons and are shared with the rest of the appropriate team. Learning is tailored to the needs of individuals and groups of pupils (FSM, G&T, EAL etc.). SMSC is demonstrated in lessons where appropriate.	

6. Make accurate and productive use of assessment • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure students' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.	Contribute to assessment techniques and lead on the use of data as a tool to improve student outcomes, particularly focussing on intervention, when appropriate. Academy tracking and assessment deadlines are met. Ensure colleagues are familiar with data systems and are confident in using them, when appropriate.	Manage the use of assessment techniques and lead on the use of and quality assurance of the use of data as a tool to improve student outcomes, particularly focussing on intervention, when appropriate. Academy tracking and assessment deadlines are met. Ensure colleagues are familiar with data systems and are confident in using them, when appropriate.
7. Manage behaviour effectively to ensure a good and safe learning environment • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	Demonstrate consistently high expectations of behaviour, not just in the classroom, but across the Academy site. Develop, manage and contribute to the monitoring of departmental and Academy behaviour policies by playing an active role in carrying out sanctions when necessary. Support other members of staff with their behaviour management strategies.	

8. Fulfil wider professional responsibilities • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to students' achievements and well-being.	Take a proactive role in leading the professional development of colleagues, mentoring and coaching colleagues where and when appropriate. This may be within the Academy or across the Trust, or appropriate establishments and groups. Ensure colleagues, across the Academy, are fully supported. Ensure support staff are deployed effectively. Work alongside outside agencies when appropriate. Communicate with parents when necessary. Keep up to date with Academy communications and respond quickly and efficiently to colleagues, when required.

A colleague at any level of the above scale must meet all the following requirements:

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils, colleagues and other adults with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

APPLICATION PROCESS

Further details about the Academy can be found on our website via the link below:

www.ossettacademy.co.uk

Application forms can be found on the recruitment tab.

For further details regarding our vacancy or if you would like to arrange to look round the Academy please contact us on 01924 232820.

A letter will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within four weeks of the closing date please assume your application has been unsuccessful.

OSSETT ACADEMY

CREATING OPPORTUNITIES. ACHIEVING EXCELLENCE.

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