

RECRUITMENT

INFORMATION PACK 2016/2017



Resilience - Empathy - Aspiration - Contribution - Happiness



JOHN MADEJSKI
ACADEMY

Welcome from the Principal

January 2017

Dear Colleague,

John Madejski Academy is at the start of an exciting journey. It is a school in Special Measures and by the time you are in post it will be part of one of the country's most successful MATs. This will provide additional support and wider strategic leadership to the Academy as it enters the next phase in its development and prepares to celebrate its 10th anniversary in 2017.

Working in a school which is in Special Measures is not easy and you will not be swayed by this. We are looking for teachers and leaders that want to make a difference and be part of transforming a school and the education of young people in South Reading. My vision is that we do whatever it takes to ensure that every student at John Madejski Academy achieves their full potential. I have extremely high expectations, and just as there are no shortcuts, there are no excuses. The academy is now focused on establishing excellence and demonstrating the highest expectations of behaviour, teaching and learning and leadership.

You will be ambitious and committed to working hard and in return we will offer the highest quality of continuing professional development and learning. Using research led evidence we are developing practice and policy that will shape the school for the next 3 years. We do not grade lesson observations and all new teachers will have the opportunity to work with a coach to develop practice using the Paul Bambrick Santoyo 'Leverage Leadership' model. We are committing ourselves to ensuring that the academy will provide a high quality education so that all students can succeed at university or a real alternative, thrive in a top job and have a great life.

My aim for the community at John Madejski Academy, which includes parents, pupils and staff, is, that we enjoy what we do together because we are resilient, remain positive and never give up; we aspire to be the best we can be, are loyal and reliable; we display empathy and are open-minded and treat all people fairly; we contribute to our school and community and it is a happy place to work, learn and visit.

Yours sincerely,

Laura Ellener
Principal



Key facts about John Madejski Academy

John Madejski Academy specialises in Sport and the Arts. The dramatic design creates a sense of high expectations which are matched by the quality of the facilities. These include:

- ★ Suited accommodation for technology, science, maths, humanities, visual arts, business studies, ICT, languages and English - all of which are equipped with broadband ICT (intranet and internet), projectors and interactive whiteboards.
- ★ A superb 400 seat hall and purpose built studios for dance, drama and music. The building was designed by international architecture firm Wilkinson Eyre and it was shortlisted for an award at the World Architecture Festival 2008.
- ★ Extensive facilities for independent study, including a Sixth Form Learning Zone and Careers Library and a main school Learning Resources Centre situated at the heart of the school.
- ★ A six badminton court sports hall with sprung floor, international standard basketball facilities, and viewing area.
- ★ Extensive outdoor facilities including hard courts, multi-games area, all-weather tennis courts, a full-size floodlit all weather pitch (upgraded to 3G with the support of the FA and Premier League in 2013) and a high quality grass pitch.

The majority of our students live locally in one of the most diverse areas of Reading and all of the local Primary schools are Good or better. We are striving towards a diversity of culture and a tradition of tolerance, support and outstanding progress. The Academy's students are drawn from mainly White British backgrounds and we also have students from other ethnic backgrounds with a growing number of EAL students.

Our current roll is approximately 700 including our Sixth Form. A growing number of those completing A2 courses progress to HE, many with very high grades. A large proportion of the roll is identified as pupil premium and we are mindful of our responsibility to develop the outcomes of these and other vulnerable groups.

The Academy is easily accessible from South West London via the M4 as well as being a short direct bus ride from Reading Station.

Our Staff

The Academy has a dynamic and vibrant staff body. John Madejski Academy encourages a culture of professional development and reflection and all members of the Academy are committed to developing the provision to become outstanding

Constitution and Governance

(a) John Madejski Academy opened in September 2005. It was one of the first schools in the Academy programme and one of the first new build academy to open. Academies are DfE funded independent schools; however as a condition of our funding we (like all Academies), are required to:-

- ★ admit students of all abilities, using admission criteria similar to all other maintained schools;
- ★ offer a broad and balanced curriculum (but not necessarily the full national curriculum);
- ★ make no charges for the education of our students;
- ★ work in partnership with Brent, the local community and local schools;
- ★ undergo inspections by Ofsted on the same basis as other maintained schools; and
- ★ establish an area of specialism which, in our case, is Sport and the Arts. As a specialist Academy, we select up to 10% of our intake on the basis of aptitude for sport.

(b) Our sponsor and founder, Sir John Madejski, contributed £2m towards the costs of our £28m buildings, the rest of which was funded by the Department. Our revenue funding comes entirely from the DfE and is set at the same level as other schools in Reading LA plus the funding for the support services we have to secure for ourselves as an independent school.

(c) We are a company limited by Guarantee and an Exempt Charity regulated by the Education Funding Agency in addition to the requirements of inspection by Ofsted.

(d) The John Madejski Academy Trust appoints the Governing Body and is the employer of all our staff.

Future Governance

When John Madejski Academy joins Reach4, the Regional Board will have 3 key functions: -

- Provide regional overview, scrutiny and challenge of academy education and financial performance;
- Support regional locality forums for academy leaders and governors to shape and influence Academy Trust thinking; and
- Ensure an effective flow of communication between Local Governing Bodies, Regional Boards and the Trust Board.

The governance of the Academy shall be delegated to the relevant Local Governing Body. This will ensure consistency during this exciting period of change.



Strategy and Priorities

The school has the goal to become a Good school by 2020. There is an agreed strategy to achieve this supported by a one-year school development plans to deliver the short term objectives. The strategy defines the school's mission as:

VISION

This is underpinned by five key values:

Responsibility and Leadership

Individuals in the community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. #4equity

Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and are in a position to follow their innate desire to achieve. We aim to push boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. #go4it

Aspiration and Development

Every member of the community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. #reach4thestars

Collaboration and Inclusion

The academy honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive. #all4one

Honesty and Integrity

We are honest and open. Reach4 decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change. #4good

The Academy embraces the national focus on Character development and British Values and is mindful of the local safeguarding priorities. We are developing the REACH pupil characteristics

- ★ **Resilience**
Strength through determination and quick recovery from difficulties
- ★ **Empathy**
A stable and comforting learning environment through shared feelings
- ★ **Aspiration**
Aiming for the top and seeing others achieve brings out the best in everyone
- ★ **Contribution**
Each playing a part in producing positive results
- ★ **Happiness**
Satisfaction and contentment lead to a better learning experience

Organisation

Students are organised into Year Groups led by Year Team Leaders and a team of Learning Advisers. The Year Teams are responsible for pastoral care, family liaison, student monitoring and tracking. PSHE is delivered through themed days and Learning Adviser time. Additional student support services are provided within the Academy for students with Special Needs and disabilities, English as an Additional Language, Emotional and Behavioural Difficulties and those with poor attendance. This provision is extended by a wide range of support from external agencies.

Teaching is organised through Curriculum Areas (departments) led by Curriculum Area Leaders. Our Teaching and Learning strategy sets out a clear framework for lesson planning, observation programmes, monitoring of student work and evaluation and identifies responsibilities and accountability. Improving provision for literacy and the use of assessment to inform teaching and student targets are key priorities. The Academy is doing some innovative work on the curriculum over the next 2 years and is developing an assessment framework to meet the requirements of the new GCSEs.

The School Leadership Team is led by the Principal. The Leadership Team, together with our middle leaders, work with staff and students in the delivery of whole school systems and procedures. Together the staff team provide high standards of work and behaviour and effective day to day delivery of a strong culture for learning, development and responsibility for all members of the school community.





Achievements and Standards

Results have been improving in vocational qualifications and are above the national average at KS5.

An increasing number of sixth form students progress to university each year reflecting the developing outcomes of our older pupils. Results at KS4 need to improve and the academy is working hard to ensure that academic outcomes improve rapidly. A number of students are in receipt of the catch up funding and a rigorous programme of intervention is now in place to support students who join the academy below the level of most children of the same age.

Teaching and Learning

Our approach to teaching and learning is focused on ensuring lessons are well planned with quality first teaching matched to students' needs. Developing students' literacy skills remains a key part of developing our learners' independence. There is an extensive coaching programme for teachers with a large proportion of staff either engaged as coaches or being coached. We are working closely with Reach4 to improve pedagogy and several staff are involved in research projects funded by the academy.

Student Leadership

Student leadership is a key strength of the Academy. It contributes significantly to delivering the Academy's vision of developing all aspects of a young person's potential and character. Large numbers of students are involved in coaching, mentoring, supervising and leading others.

School Sports Partnership

Our school sports partnerships now comprises 38 schools and has already exceeded the Youth Sport Trust for increasing the amount of PE and sport undertaken by the students of these schools. Given the removal of this funding we were pleased that our partners continued the partnership from contributions from their budgets to maintain the majority of the outstanding work in this area. A recent development has been the creation of an apprenticeship scheme.

Applicant Response Instructions

To Apply

If you would like to apply for position at John Madejski Academy, you will need to complete an application form which can be obtained from - andrea.ramsay@johnmadejskiacademy.co.uk. The application form must then be completed and returned to andrea.ramsay@johnmadejskiacademy.co.uk by the specified closing date.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks

1. Candidates should be aware that all posts at John Madejski Academy 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.
2. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
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. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- ★ Documentary evidence of right to work in the UK
- ★ Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- ★ Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- ★ Where appropriate any documentation evidencing a change of name
- ★ Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

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

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- ★ Motivation to work with children and young people
- ★ Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- ★ Emotional resilience in working with challenging behaviours
- ★ Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- ★ Verification of right to work in the UK
- ★ Receipt of at least two satisfactory references (if these have not already been received)
- ★ Verification of identity and qualifications
- ★ Vetting and Barring Checks
- ★ Satisfactory Disclosure and Barring check
- ★ Verification of professional status such as QTS Status, NPQH (where required)
- ★ Satisfactory completion of a Health Assessment
- ★ Satisfactory completion of the probationary period.
- ★ Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

For Teaching Posts

- ★ Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- ★ Verification of medical fitness in accordance with DFE Circular 4/99 Physical and
- ★ Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.

For More Information

If you wish to discover more about working for us, need any further information on advertised posts or you wish to have an informal discussion about any opportunities, then please contact our HR Manager, Andrea Ramsay on 01189370221 or email andrea.ramsay@johnmadejskiacademy.co.uk. You will also be able to arrange a visit to the Academy.

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JOHN MADEJSKI ACADEMY

125 Hartland Road, Reading

Berkshire, RG2 8AF

Telephone: 0118 937 0200

Email: contact@johnmadejskiacademy.co.uk

Website: www.johnmadejskiacademy.co.uk