

GROVE ACADEMY

Start your learning journey with us

A new school
for 4 to 18
year olds

Wellington
Street, Slough

groveacademy
.co.uk



Application pack

English Leader





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Our vision

Grove Academy is the first all through school to open in Slough, offering pupils from the age of 4 to 18 a unique and exciting experience. Grove opened in September 2017 on a temporary site in central Slough whilst a brand new, multi-million pound school is built.

Grove was established through a unique and innovative partnership involving the Slough Association of Secondary Headteachers (SASH). They created the SASH Education Trust as the vehicle to provide new educational choices for parents in the town. It is their joint passion for enhancing the life chances of the pupils of Slough that has driven the vision for Grove. The aim of the SASH Education Trust is to provide a vibrant education for local pupils and Grove is at the centre of the strategy to ensure there is the widest possible curriculum choice for the young people of Slough.

The school will grow each year, with 4 forms of entry at EYFS/primary and 6 forms at secondary (full capacity will be 1,940 including 6th form) growing slowly to enable us to establish clear ethos and expectations. A large academy, but with the heart of a small community school. Our children will work together in teaching and learning communities (TLCs) so that older students can provide good role models and mentor our younger pupils. The site will be organised so that different phases can work in partnership and yet maintain their own separate spaces.





Curriculum and project based learning

The school is delivering a curriculum that focuses on making learning relevant and real, enriched with hands on experiences. A curriculum that encourages enterprise opportunities at all levels, enabling our pupils to be confident, responsible and active citizens of Slough. Our pupils are resilient and creative learners, able to apply their learning to real life situations.

Our curriculum is centred on 'project based learning' with real life products or outcomes to drive it. Teachers devise projects or 'vehicles for learning' that are linked to activities that people do in the real world, that stretches the pupils, ignites their imagination and is true to our values.

This approach is developed in different ways across both the primary and secondary phases and compliments specialist subject teaching.

We will exploit the contacts and opportunities of being in a lively town by working with other organisations and companies to provide our pupils with real work experiences. They will learn the skills and roles of working together in teams for a common goal. There is a clear emphasis on innovation and leadership. The curriculum encourages problem solving, oracy, critical reflection, research and challenge and the development of analytical skills fostering the business men and women of the future.

All pupils are encouraged and given the confidence to participate in decision making, providing support and/or creative input across the three areas of family well-being, public service and generating wealth. Through this we will develop self-confident and responsible pupils who contribute to the local community of Slough and who will be well placed to become leaders of the future.

Unique opportunities

We want Grove Academy to be a great place to work, a place where you will feel valued for your hard work.

This is a fantastic opportunity to help us design and shape Grove Academy into an exciting learning hub for both pupils and staff. It is a chance to blur the lines and learn from the best practices in EYFS, primary and secondary phases and enable you to develop your expertise and interests across phases.

Grove Academy is an outward facing school, keen to learn from others and research, so providing networking opportunities for staff at all levels is important to us.

As the school grows so will the leadership pathways available to suitable candidates because our philosophy is to 'grow our own' where possible.



Job description and person spec

MAIN PURPOSE:

- Responsible for the leadership and management of the teaching and learning in English in the secondary phase.
- To liaise with the English lead in the primary phase to ensure effective transition and develop whole school policies and procedures.
- Establish and maintain effective working relationships with professional colleagues and other leaders to develop cross curricular/phase links and creative approaches to learning
- To develop clear links with Project Based Learning to ensure that English skills are developed across the whole curriculum.
- Provide a clear vision for English and inspiring colleagues to secure high standards of teaching and learning, the effective use of resources and improvements of teaching and learning and achievement for all pupils
- Provide reports to the SLT and Governors on attainment and progress within English
- (These expectations should be read in conjunctions with those of a class teachers.)

Curriculum

- To ensure that every child receives their entitlement under the National Curriculum at KS3 and 4
- To choose a KS4 syllabus and develop a KS3 programme of study which is appropriate for the needs of our pupils
- To design a long term plan at KS3 and 4 which ensures that there is pace and challenge, breadth of curriculum coverage and half-termly opportunities for assessment
- To ensure coverage of all Assessment Focuses at least yearly in each subject
- To coordinate the writing and updating of medium term plans and schemes of work
- To ensure that curriculum plans are differentiated to meet the needs of all students
- To ensure that there are clear and effective links with Project Based Learning/Big Question planning
- To provide multiple opportunities in English to develop students' oracy
- To provide ample opportunities for students to work in teams and small groups, in pairs and individually across English
- To have regard for students' social, moral, spiritual and cultural development, and to provide for this in curriculum plans
- To provide opportunities for students to develop their personal, learning and thinking skills
- To provide opportunities for students to express their opinions about the curriculum and to have some ownership over what they learn and how they learn it
- To integrate the Social and Emotional Aspects of Learning into curriculum planning

Teaching and learning

- To lead on classroom practice, and to develop an ethos within the subject area that every lesson counts
- To provide a role model for colleagues
- To carry out regular lesson observation and work scrutiny
- To be responsible for the pace and level of challenge in lessons in English, and that students make good progress
- To ensure that short term planning leads to progression
- To take a lead in subject specific pedagogy including questioning, learning styles and oracy
- To work with the Assistant head for CPD to improve the standard of Teaching and Learning within the subject area and to provide support for members of their team
- To devise and manage formative and summative assessment in the subject area, and to collate results and analysis
- Have oversight of feedback in their subject area.
- To lead on Assessment for Learning in English, focusing on student understanding of what they need to do to improve
- To manage the resources of the subject area efficiently to maximise the potential for making lessons stimulating and varied
- Organise additional educational enhancement such as trips, booster classes, visits by experts/businesses
- To communicate to, delegate to and organise members of the team
- Coach and mentor TAs, NQTs and less experienced teachers
- Develop a sense of common purpose and shared vision and secure commitment from the team


Evaluation
<ul style="list-style-type: none"> To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To contribute to the school improvement plan and self-assessment records To line manage team members and conduct performance management reviews as required
Effective use of resources
<ul style="list-style-type: none"> Effectively manage a budget for their subject to ensure value for money and impact on outcomes. Ensure the effective and efficient management of learning resources including ICT. Ensure a stimulating but safe learning environment in which risks are regularly assessed.

EDUCATION AND QUALIFICATIONS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED A = application I = interview R = reference
Qualified Teacher Status.	Yes		A
Further relevant educational professional qualifications		Yes	A
KNOWLEDGE AND EXPERIENCE			
Up to date knowledge of all aspects of the National Curriculum at KS3 and relevant exam specification knowledge for GCSE	Yes		A
Teaching in KS3 or 4 for at least two years	Yes		A I R
Recent experience of leading a subject or year group		Yes	A I R
Knowledge of and experience as a mentor to NQTs or other staff		Yes	A I
Ability to teach consistently good or outstanding lessons	Yes		I R
Ability to use a range of teaching styles appropriately	Yes		I
Ability to provide effective written and verbal feedback which raises achievement	Yes		A I R
Ability to use data and assessment for learning to raise achievement	Yes		A I
Statutory requirements concerning equal opportunities, health and safety, SEN and child protection	Yes		A I
Knowledge of effective teaching and learning strategies to meet the needs of all pupils including those with special educational needs, vulnerable groups and gifted and talented pupils	Yes		A I R
Evidence of continuous INSET and commitment to further professional developments		Yes	A I
Experience of teaching in more than one key stage		Yes	A I R
Relevant knowledge and understanding of current curriculum issues and research	Yes		A I R
SKILLS AND ABILITIES			
Highly developed planning and organisation skills	Yes		A I R
Excellent written and verbal communication	Yes		A I R
Highly developed interpersonal skills	Yes		A I R
Ability to assess pupils' learning needs and set appropriate targets for improvement	Yes		A I R

Ability to analyse and interpret a range of key data and information about pupils' attainment to set targets for improving standards and attainment	Yes		A
Ability to analyse data and evidence of higher level ICT skills	Yes		I
Ability to advise, support and manage staff in order to achieve and maintain high standards of teaching	Yes		A R
Good ICT skills and knowledge of how new technologies support teaching and learning	Yes		A
Ability to use initiative and prioritise workload	Yes		I R
Accurate and well organised approach to work	Yes		I R
Ability to follow instructions	Yes		A R
Ability to motivate children and set high standards	Yes		A R
Ability to secure a good standard of pupil behaviour by establishing and communicating appropriate rules, in accordance with school policies	Yes		A
Establish and develop good relationships with parents, governors and the wider community	Yes		A R
PERSONAL QUALITIES			
Commitment to high educational, professional and personal standards	Yes		A R
Enthusiasm for teaching and learning and for your subject	Yes		I R
Commitment to continuous professional development of yourself and others	Yes		A R
Respect for children, parents and their needs	Yes		A R
Be able to relate well to students and a commitment to positive and healthy outcomes for young people	Yes		A R
A demonstrable commitment to the safeguarding of students and child protection	Yes		A R
Be able to listen effectively and be sensitive to others	Yes		I
A strong commitment to Equal Opportunities	Yes		A R
High levels of motivation and a 'can do' attitude	Yes		A R
Discretion at all times in the disclosure of information about the school and having a strong awareness of confidentiality	Yes		A R
A passion for inclusive education in a multi-ethnic environment	Yes		A R
Ability to be ambitious for self and others	Yes		A R
Ability to recognise and manage personal stress and support others in managing theirs		Yes	I R
OTHER			
A commitment to organising and running extra-curricular activities, including residential visits and exchanges		Yes	A R
A sense of humour, accepting of change and a resilient approach to the demands of the teaching profession.	Yes		A R

Location

Grove Academy, Wellington Street



Grove Academy

5.0 ★★★★★ - 3 reviews

School

Directions

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Review summary

5 ★

4 ★

3 ★

2 ★

5.0

★★★★★



If you are arriving from the east there is a filter road just after you go through the Wellington Street / Windsor Road junction.



If you are arriving from the west, there is a turn off on the left.

