

CANDIDATE INFORMATION BROCHURE
GREENWOOD ACADEMY

Greenwood Academy
To make our best better

Academies Enterprise Trust
To make our best better

To inspire young people to make their best better



October 2017

Dear Candidate

Welcome to Greenwood Academy an 11-18 school with enormous potential and one where we are proud to lead. Greenwood has the ambition, the potential and the pupils to become an outstanding school. If you have the commitment to play a leading role in realising the vision of the next stage of our development, then we welcome your application.

At Greenwood Academy, 'To make our best better', underpins our educational vision of 'Success through Knowledge'. Through building the foundations for life-long learning we ensure that pupils have the knowledge, character development, healthy lifestyle, the enrichment and qualifications for their adulthood.

There is a firm and fair approach to behaviour, systematically supported by senior staff; all pupil detentions are centralised and run by senior staff every day. Teachers are therefore able to prioritise the planning and teaching of their subject. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school.

We are part of Academies Enterprise Trust network of schools, which provides a high degree of support and expertise to the whole school community; we enjoy significant partnerships with other secondary schools across Birmingham, and a growing number of primary partners, most of which are located close by.

It is absolutely vital that we attract the right calibre of professional to work within our ambitious senior team; a colleague who shares the clear vision that pupils are at the very heart of everything we do; a colleague who imbues our vision; a colleague who is able to enjoy positive, professional relationships with young people and the wider community; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

If you have the skills, expertise, energy, enthusiasm and passion to join the Greenwood Academy family, please ensure you visit us and submit an application and letter (no longer than two pages) addressing the person specification.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

The Greenwood Academy Senior Team

Greenwood Academy

Based in Castle Vale, Birmingham, Greenwood Academy was established in January 2013 and is an 11-18 learning community with 750 on roll (including 150 in the sixth form).

In 2017, Greenwood Academy will move into a new £20 million purpose built school which includes 60 classrooms with flexible learning spaces; a 400-seat theatre in the Performing Arts Centre; Learning Resource Centre; sports facilities; science labs; drama and dance studios; music rehearsal rooms; media suites; art studios and technology workshops.

After four years of transition as an AET academy with a significant programme of staff development, rightsizing and budget rebalancing, the Governors, staff and sponsor have created a stable school with much improved outcomes. The challenge now is to continue to develop the school to the level of academic achievement and attainment that its pupils deserve.

The school is currently rated as GOOD by its' last Ofsted inspection in November 2014, and during the time since this inspection has gained the confidence of the community. The Academy aspires to become a focal point for the educational and cultural development of Castle Vale and has strong community links led by a successful community team.

School Leadership

In September 2016 the academy welcomed our new Headteacher Mr Allen Bird. The leadership group comprises a Headteacher; two Deputy Headteachers (Raising Standards through Curriculum and Alternative Standards, and Raising Standards through Teaching and Learning); A Business Manager who is also project managing the New Build; three Assistant Headteachers (Raising standards through meeting the needs of all learners, Raising Standards through Data, Raising Standards through Staff Learning). In addition there is a termly secondment opportunity unpaid for Middle Leadership. There are 65 teaching staff, including the leadership team and an overall total of 120 staff that makeup the team at Greenwood Academy.

The AET Midlands Cluster

Although part of Academies Enterprise Trust network of 66 schools nationally we work closely with our Midlands Cluster which consists of The Rawlett School, Tamworth Enterprise College, Anglesey Primary Academy, Beacon Primary Academy, Percy Shurmer Academy, Montgomery Primary Academy, Lea Forest Primary Academy, Four Dwellings Academy and Four Dwellings Primary Academy.

Alongside the leadership team AET have provided the support of a Peer Headteacher, Mr Tim Bassett, Headteacher of The Rawlett School, a successful AET school in Tamworth. This is part of the strategy of partnership and collaboration across the Midlands Cluster.

Teaching and Learning

Quality first teaching is at the core of everything we do. We take a 'broad church' approach to Teaching and Learning allowing staff to teach in a manner with what results in the best outcomes for their students. To support this, we have focused our Teaching and Learning framework around the six key principles *(Challenge, Explanation, Modelling, Questioning, Practice and Feedback)* of effective teaching. This is developed and honed through our rigorous CPD programme which has seen each principle focussed on in turn.

Curriculum

Greenwood Academy has a curriculum offering from KS3 – KS5 which has undergone modest adaptations over the last 4 years with the addition of sixth form provision and in response to some national changes to specifications and policy. However, it is in need of a relaunch linked to an exciting and compelling vision of delivery planned for the next five years. The Academy Leadership, Middle Leadership and Governors will be developing this vision at a weekend conference this month and the resulting five-year plan will be shared with candidates at interview.



6th Form Provision

In a desire to support our most dedicated students for as long as possible, Greenwood Academy opened its Sixth Form doors in September 2014. Offering both A-level and vocational routes, we are constantly striving to raise our students' independent learning skills, deepen their subject knowledge and prepare each of them for a successful future. 53% of the Sixth Form's first cohort have gone on to study at University, something both the school and community can be very proud of. The Sixth Form provision is constantly scrutinised and the ongoing development of the Sixth Form remains one of the academies most exciting challenges.



Pastoral

The Pastoral system is organised in to year groups and form groups. Through the Heads and Assistant Heads of Year team, our pupils experience high levels of pastoral care and support with services such as child welfare, attendance support, mentoring and counselling all being available throughout the academy day.



SEN

Greenwood Academy is committed to ensuring that no pupil feels that they are at a disadvantage to their peers. Our Learning Access department sits at the heart of our school and provides support to pupil and families to remove barriers to learning. All children are treated equally, with respect, and with positive high expectations in order to strive to their full potential and beyond. We recognise that all pupils may require support at some stage in their Education, whether it is social, emotional, behavioural or academic. The SEND provision at Greenwood Academy was described by Ofsted as ‘exceptional’ in our last inspection in November 2014.

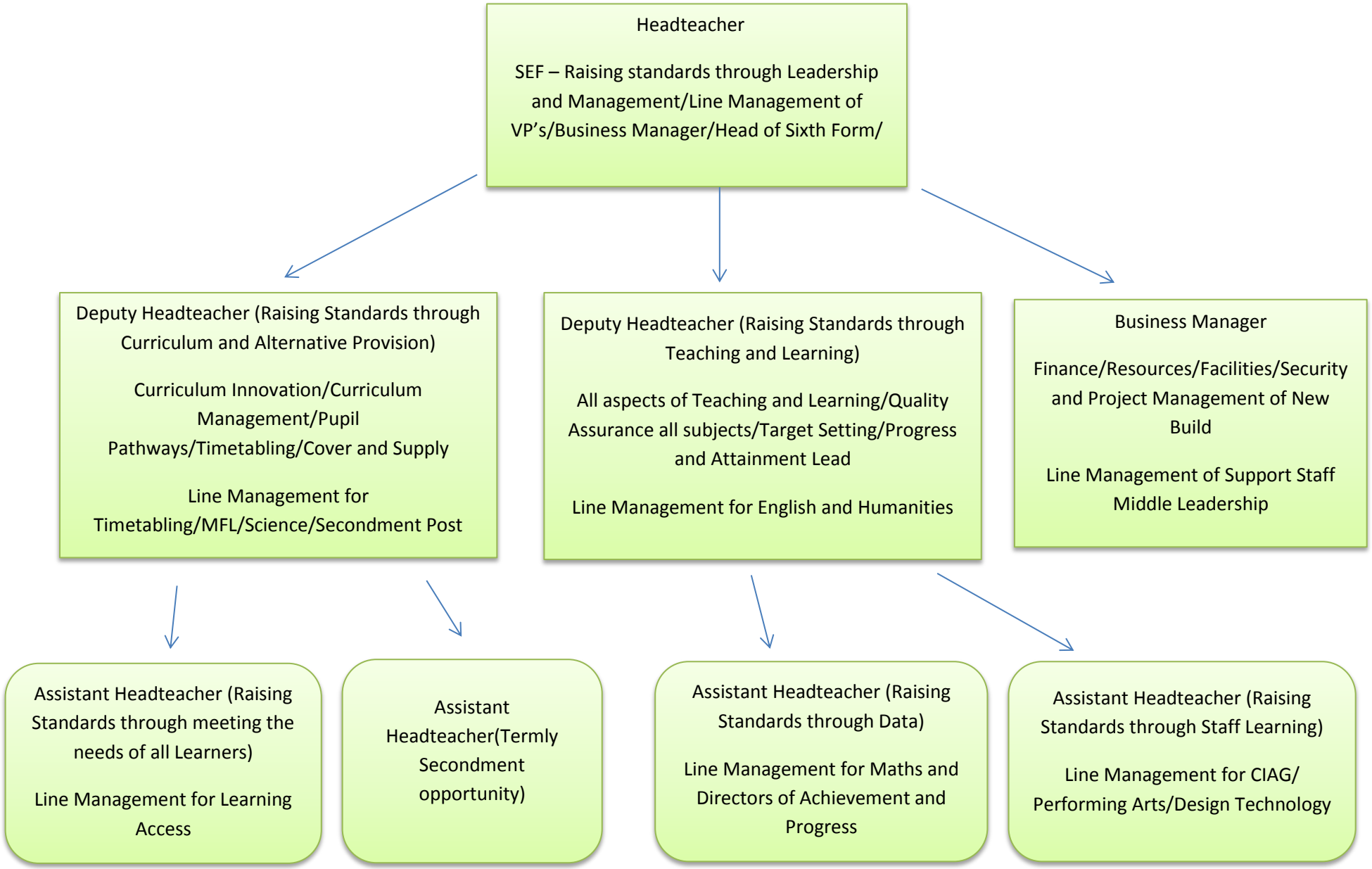
Our school is home to a highly specialised *ASD Resource Base which caters for the needs of pupils with a diagnosis of Autism Spectrum conditions. The Resource Base team, are involved in all aspects of support to those pupils with a diagnosis of Autism. This will involve aspects of advocacy, assessment, strategic planning, staff/parent liaison and support to form a systematic approach for the inclusion of all pupils with Autism. Our pupils with Autism access a mainstream education with support from the resource base.

Facilities

We move into our new buildings on a new and attractive site in September 2017. For a mock-up of our new school building which will enhance our learning provision and experience please visit our website www.greenwoodacademy.org



Our Senior Leadership Team Structure (2016/2017)



What our staff say



Hannah Martin - Head of Modern Foreign Languages

Through the Teach First Leadership Development Programme, I completed my PGCE at Greenwood Academy in 2015/16 and am currently undertaking my NQT year. I relish in taking on new challenges and felt that I wanted to take on more responsibility. It is for this reason that I applied for the post of Head of MFL in December 2016. Having been successful in my application I am looking forward to a prosperous future for the department in which I aim to raise attainment and increase the profile of languages across the school. I am inspired daily by both the pupils and the staff around me, and look forward to the rest of my journey as a Middle Leader. I believe that Greenwood Academy has, and will be a great place for my career to grow, largely thanks to the amazing network of support that I have on offer to me.



Laurence Cole - Assistant Headteacher Raising Standards through Data and Attendance

I joined the academy in 2011 as an unqualified Teach First participant. As the two-year programme drew to a close, there was never a question of moving on to another career, or even to another school; I was completely immersed in our drive to improve the academic outcomes and the life chances of our young people. The dedicated staff, the passionate community, and, above all, the inspirational students, make Greenwood Academy a truly special place to work. The school has always

supported me in my professional development and my desire to have an even greater impact on the lives of our pupils. As part of the school leadership team, I have led on Sixth Form and Personal Development, Behaviour and Welfare, and have always been pushed to acquire new skills and learn about new aspects of school improvement. The academy has also supported me through a Masters qualification in Educational Leadership, as well as my enrolment on to the Future Leaders programme. Greenwood Academy has an exciting future ahead.



Hayley Bick – Finance Officer

I started at Greenwood Academy in 2011 as Finance Assistant and was part way through studying for the AAT qualification. I was supported by the Academy to complete the full qualification which I achieved in April 2014. This enabled me to take on more responsibility within the finance department and to be able to assist and advise the team and the Academy as a whole. I have been in my current post as Finance Officer since 2013 and my role has changed considerably which I have found exciting and rewarding. Since 2015 I have also been supporting other finance teams within AET which has helped me to develop both personally and professionally and is something that I really enjoy doing. I have come a long way since starting at Greenwood Academy and have been given the opportunity to expand my knowledge and skills; I look forward to progressing my role further over the coming years.

Job Description

Department: Science

Job Title: Teacher of Science

Responsible to: Subject Leader of Science
Responsible for: Pupils within relevant teaching groups

Duties:

General professional duties of all teachers are specified in the Conditions of Employment (see relevant section in the Staff Handbook)

In addition, the successful candidate will be expected to contribute to:

- The development of consistently outstanding quality of teaching and learning
- Raising standards and improving student achievement
- Curriculum developments to enhance and improve engagement in Science with a particular focus at KS3
- Actively promoting the Academy's corporate policies
- Continuing development of teaching, learning and assessment for learning
- Continuing development of resources to inspire, enthuse and encourage students to enjoy their learning, leading to a desire to achieve their highest potential at KS4 and continue their Science experience

Particular Duties:

A MPR teacher is responsible for:

Their own Professional Development:

- keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with AVP Staff Development or VP Curriculum
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to school policies and practices
- setting a good example to the pupils they teach in their presentation and their personal conduct
- participating in Performance Management arrangements
- continue professional development programme in pursuit of continually improving teaching and learning
- contribute to the development of the collaborative and reflective practice

Teaching and Managing Pupil Learning

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- setting appropriate and demanding expectations for pupils' learning and motivation.
- setting clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual
- using IEPs to identify pupils who have special educational needs, and
- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- ensuring that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
- liaising effectively with support staff working within Department

Monitoring and Assessing Pupil Progress

- marking and monitoring pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- assessing how well learning objectives have been achieved and use this assessment for future teaching.
- maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of the tutor group
- producing and analysing teaching group examination predictions and results as requested by the Curriculum Leader and the AVP Assessment
- participating in departmental discussions of pupil targets and progress and of the development of strategies to meet departmental target
- overseeing the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
- mentoring and negotiating individual targets for tutees

Resources within the Department

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- ensuring that departmental rooms present a stimulating and tidy environment
- implementing the Academy Health and Safety Policy

Communication with Parents

- attending any appropriate meetings with parents
- providing informative reports to parents
- raising, in consultation with the Head of Year, particular concerns regarding tutees with parents

Internal Communication

- representing the views and interests of the Department to the Curriculum Leader providing information required by Curriculum Leaders., Achievement Directors, SENCO
- actively participating in Departmental Meetings

Staff Absence

- ensuring that appropriate work has been set and that the resources required are available
- supporting supply staff who are working within the Department

Additional Specific Responsibilities

- as negotiated with the Curriculum Leader or Achievement Director in the interests of the pupils and of the CPD of the member of staff

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.

CLASSROOM /NEWLY QUALIFIED TEACHER

	Essential	Desirable
Qualifications	Qualified Teacher Status Degree or equivalent	Post graduate study Evidence of further professional development
Experience	Successful teaching experience or teaching practice in secondary school	Successful teaching experience in 11-16 secondary schools Experience of using ICT in the classroom Contribution to extra-curricular activities
Knowledge	Knowledge of current curriculum issues Knowledge of teaching and learning styles and strategies Knowledge of the nature and purpose of a range of assessment strategies	
Skills & Abilities	Ability to review, evaluate, plan and lead by example Ability to analyse and make balanced judgements in a variety of situations Ability to encourage a collaborative approach and to work as a member of a team Good inter-personal skills	Ability to work in collaboration with industrial partners
Other Key Qualities	A commitment to the values of the Academy: A commitment to community partnerships and renewal A commitment to equal opportunities A commitment to extra-curricular activities A commitment to involve parents, governors and the community in the work of the academy	

Academies Enterprise Trust

Academies Enterprise Trust is a network of 64 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 pupils 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 pupils.
- 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 to 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 Education

Google 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!



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.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.



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
The 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.