Firth Park Academy
To make our best better

Learning ahead of all ◦ Strength in diversity ◦ An open doors Academy
Aspiration ◦ Respect ◦ Resilience





FIRTH PARK ACADEMY

Academies Enterprise Trust
To make our best better

Candidate Information Brochure

Inspiring young people to make their best better



Firth Park Academy
To make our best better

Ofsted
raising standards
improving lives

Overall effectiveness:	**Good**	Quality of teaching:	**Good**
Leadership and management:	**Good**	Achievement of pupils:	**Good**
Behaviour and safety of pupils:	**Good**		

January 2018

Dear Candidate,

Thank you for taking the time to consider joining the talented staff team here at Firth Park Academy. As Principal I love to see students succeed, so to be in a job devoted to helping every student achieve the best they can in learning and life is a real privilege.

I am so proud of the progress our students make and the effort our staff and parents invest in supporting our students.

It was great to see our achievements recognised by Ofsted, rating us as a good school.

As a result of continuing improvement in our students' learning and behaviour, their achievement is better than ever before. Former staff, students and parents tell me we are now a very different school.

I know perceptions play a big part in you decision when choosing the right school in which to build a successful career. So don't just take my word for it, come and visit us to see for yourself.

Dean Jones (Principal) d.jones@firthpark.sheffield.sch.uk

Good luck from our Core Senior Leadership Team…



..and our Extended Leadership Team



Welcome to Firth Park Academy

Our aim is 'to inspire young people to make their best better'.

We are proud to have earned the award for 'Best Secondary School in Sheffield 2015/16' (Sheffield Star Best in Education Awards Oct '15). As a team we as celebrate in being:

- Rated a 'Good' school in every area by Ofsted (June 2015).
- One of Sheffield's best schools for improvement in 5A*-C incl. Eng./Maths attainment in 2015.
- Winners of more Sheffield Children's University Awards for extra-curricular learning than any other school in our city.
- A richly diverse community with students speaking more than 30 home languages.
- A leading school in our trust – Academies Enterprise Trust – the largest trust in the UK with more career development opportunities than any other.

We are a school where the atmosphere is calm and students try their very best in an environment where staff care for them. Our core purpose is clear:

- We believe in **Learning Ahead of All**, giving every child the very best education.
- We believe in **Strength in Diversity**, celebrate our different cultures with a real sense of community.
- We are an **Open Doors Academy**, with approachable staff, helping our students to progress on to the best schools, colleges and apprenticeships.

Our core values are **Respect**, **Resilience** and **Aspiration**:

- By **respect** we mean that everyone values all members of our school community and demonstrates good manners.
- By **resilience** we mean that everyone always tries their best and perseveres.
- By **aspiration** we mean that everyone aims to achieve their best in learning and life.

Proud to be an AET Academy

Academies Enterprise Trust is the biggest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England

Firth Park Academy is part of the AET Northern region where we work in particularly close partnership with the cluster of schools in this area to share professional development opportunities and best practice in our teaching and leadership at all levels.



Our Location

Firth Park Academy is part of a community in the North of Sheffield, easily accessible from the M1 motorway.

Sheffield itself, situated in South Yorkshire is the fourth largest city in the UK. With our strong motorway links, we are easily commutable from Rotherham, Barnsley, Doncaster, Leeds, North Derbyshire and Nottinghamshire areas.

Did you know?

- Sheffield is often known as the City of Steel and 2013 marked 100 years since Stainless Steel was discovered in Sheffield. It was also the location for the filming of "The Full Monty" - actually filmed in and around the Firth Park area, plus more recent films like ‘x plus y’.

- Sheffield offers an unrivalled quality of life, combining the best of city living with the beauty and tranquillity of the Peak District National Park. Sheffield is actually England's greenest city with more than 200 parks, woodlands and gardens. It is also the only city within the UK to have a national park within its boundary - one third of our city lies within the Peak District National Park. It is no surprise it has the highest retention rate for University students in any UK city.

- Sheffield is a safe city - it has the lowest rate of recorded violence against the person of all the core cities. This is due in part to the high level of social cohesion - community engagement and integration of its diverse population is key for our school and city leaders alike.

- Sheffield is one of the best value environments to live in. Research shows that the city is not only 25% less expensive to live in than London, it is actually 10% cheaper than the national average.
  We would welcome any potential colleagues to come in and visit us and see our school in action!

What our staff say

Harriet Edge, Director of Learning in Languages



I completed my second PGCE placement at Firth Park and I was keen to be appointed after my experience within the MFL department. In January of 2010 I was appointed as an NQT. In September of 2011 I was appointed to be Deputy Director of Learning in MFL, a post I held for two years. I also was supported through my Masters in Teaching and Learning at Firth Park Academy by my faculty and senior leaders. In 2013 I applied to be Director of Learning of languages and was successful. The faculty has evolved since I started and now encompasses MFL and EAL, as well as the New to English programme, teaching English to pupils who arrive to the country that speak little or no English. Firth Park has been a great place for my career to grow with a great network of support, no matter the level you are at in your career.

Mat Galvin, Assistant Principal for Teaching & Learning



Since joining the Academy I've done my best to get fully involved with Academy life. I've been involved with lots of the working parties and initiatives, whilst improving T&L and outcomes in Science. Having led on lots of whole school CPD, I was delighted to be appointed Assistant Principal for Teaching and Learning. This has meant working at a strategic level on whole school priorities, collaborating with other schools in the area and representing the Academy at events. It's helped me to continue to improve my own practice and to improve whole school teaching and learning, so improving student's life chances. Having an impact at a faculty and whole school level has been incredibly rewarding.

he Academy has been very supportive through this whole process, including approving my application for the SSAT Aspirant Head Programme.

Career Progression Pathways at FPA

We believing in growing the very best teachers and leaders through:

- An outstanding 'Teaching school standard' professional development programme for staff at all stages of their career.
- A '3 in 3 years' leadership development programme for all interested high-quality staff. This promises staff a TLR responsibility, bursary support toward Masters degree completion and mini-secondment at a partner AET Academy to grow our future leaders.
- Opportunities for continued leadership development during every year of our careers.

A career progression pathway for a new member of staff joining Firth Park Academy as an NQT or as an experienced member of staff may involve:

Year 1

- **Partnership with a lead teacher in your department** – for weekly mentor meetings with NQTs and peer coaching with more experienced staff adapting to their new school
- **Comprehensive CPD programme** – with initially weekly events to accelerate progress during your first term in your new school and a continuing programme of bespoke opportunities throughout the year
- **'Leadership at all Levels' opportunity** to lead on a subject specific focus e.g. as departmental Literacy Champion, Special Education Needs link, Numeracy Champion …
- **Masters completion bursary –** a small grant and support from your school in undertaking an education-related study to develop your learning and by association, that of our students.

Years 2 & 3 – Where the progress the teacher is achieving from students is good

- **Opportunity to take on increased leadership responsibility within your subject area** e.g. a project focussing on improving impact upon a specific student cohort, working at Deputy Director of Learning level (for a number of successful teachers a first TLR may have been secured by this point)
- **Invite to participate in one of our Sheffield wide CPD programmes** such as our Leading Outstanding Learning cross-school CPD experience
- **Invite to apply for one of our 'Stepping up to Senior Leadership' year-long secondments** to lead an Academy wide development priority

- **Opportunity to join a career development programme with one of our Academy partners** e.g. a collaboration across our AET regional network or a Future Leaders programme
- **Potential to earn a scholarship (and double jump in pay progression) for outstanding impact** on student progress during your first 3 years in the Academy
- **Invite to engage in a short term secondment (ranging from upwards of one day) at an AET regional partner school** at any phase to broaden your leadership experiences
- **Opportunity to apply to become a Specialist Leader in Education** within our AET or Sheffield-wide Partnership

Ten great things about Firth Park Academy

1. **Dedicated students and staff** – Up to 100 students attending Saturday school academic enrichment each week and 200 attending holiday booster sessions
2. **Positive progress** – Students arrive with prior attainment well below National averages and leave with achievement that at least meets National expectations in almost all subjects
3. **Improved teaching** as verified by Ofsted (June 2015) "the quality of teaching has improved greatly and is now good"
4. Positive **learning ethos in lessons** - hence "*Good behaviour*" – Ofsted (June, 2015) and **ever improving attitude to learning** – a doubling of Silver Lead Learners (Good attendance, punctuality and effort in every lesson) and a trebling of Gold Lead Learners (consistently outstanding)
5. **Improved attendance**– absence reducing from 6.9% in 2014 to 6.1% in 2015 and PA reducing from 11.2% to 8.8% (despite a rising proportion of Roma Gypsy students of 5.5 to 9% of the school population)
6. **Progress of New to English students –** all leaving with Entry Level or Level 1 qualifications and valuing education (many having never experienced schooling before)
7. A record of **"historically accurate" assessment** and prediction
8. Strength in **diversity** - 32 different languages spoken by our students
9. Promoting **employability** – A history of the lowest NEET figures in Sheffield through a bespoke careers provision and our Ambassadors programme
10. **A culture of student leadership** - students elected as Head Boys/Girls, Prefects, Classroom Ambassadors

Firth Park Academy Factfile

Age range	11-16
Number of students on roll	984
% of students on free school meals	65%
% of students with English as an additional language	39%
% of students with Special Educational Needs	21%
Number of teaching staff	84

Job Description

Post: **Teacher**

Responsible to: **Director of Learning**

Faculty: **Science**

Main Purpose of the Role

General professional duties of all teachers are specified in the Conditions of Employment

An 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 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

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
- providing extra-curricular activities to extend and challenge pupils for at least two after school sessions per week each of forty-five minutes.

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 your tutor group
- producing and analysing teaching group examination predictions and results as requested by the Head of Department and the VP Teaching and Learning
- 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
- Ensuring that Health and Safety policies and practices, for your subject including Risk Assessments, throughout your lessons are in-line with national requirements.

Communication with Parents

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

Internal Communication

- representing the views and interests of the Department to the Head of Department and Link Leader
- providing information required by HODs., HOY, SENCO or Link Leader
- 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 HOD or HOY 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 Teacher Person Specification

Professional Attributes

- Qualified Teacher Status
- Assessed as a good or outstanding teacher
- Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities
- Evidence of continuing professional development
- Ability to use assessment to raise standards of achievement

Professional Knowledge and Understanding

- Thorough knowledge and understanding of curriculum requirements and developments within your subject specialism.
- Evidence of commitment to the principles and policies of equal opportunities
- Secure knowledge and understanding of a range of Assessment for Learning strategies, demonstrable in their everyday practice
- Secure knowledge and understanding of how to make effective personalised provision for all students, including those for whom English is an additional language and students who have special educational needs
- Ability to teach KS3, KS4 and KS5.

Professional Skills

- Good communication skills
- Work closely with leadership team taking a leading role in developing, implementing and evaluating policies and practice
- Ability to motivate students and colleagues to recognise and respond to the diverse needs of learners
- Ability to design opportunities for learners to develop their literacy and thinking and learning skills within your subject area

Personal Attributes

- Energy, enthusiasm, determination and an insistence on high standards
- A willingness to learn new skills and approaches and to share the experience with others
- Ability to relate to students, parents and carers, colleagues and other partners
- A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the Academy
- Be able to work under pressure, prioritise and manage time effectively
- Reflective and clear-headed thinker who makes considered judgements
- Resilience
- Reflective practitioner
- Natural leader who can resolve conflicts, create a harmonious and productive team ethos

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click here to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

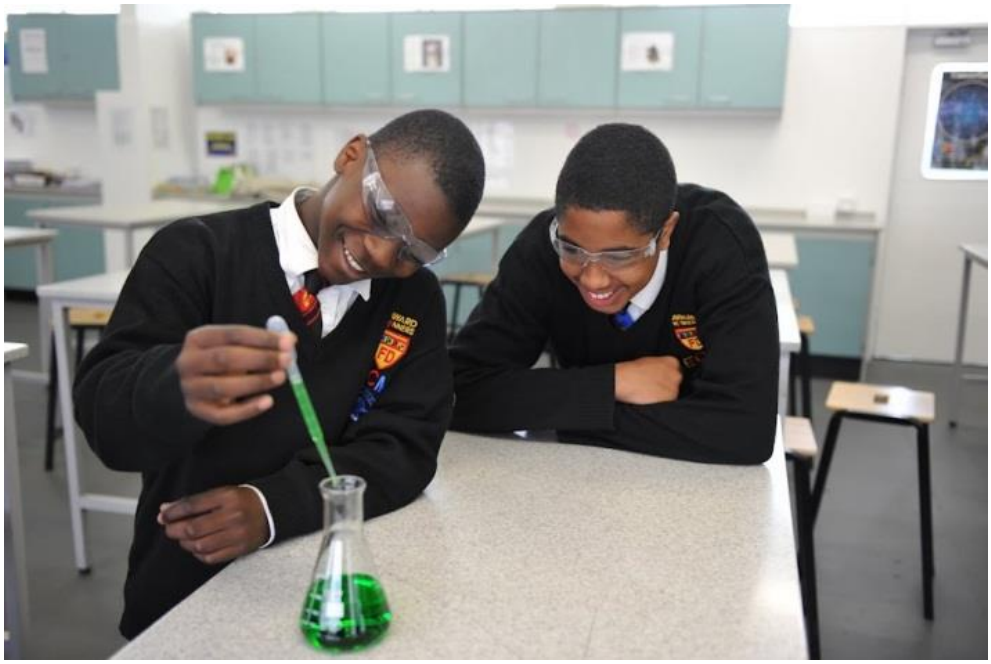
Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have 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.