



**Astrea Academy Trust**  
**National Leader of English and Literacy**  
**Central Team**  
**Recruitment Pack**



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# Welcome Letter

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and includes academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues to continuously develop their skills, pursue professional excellence and are committed to providing the highest standards. If that is you then we would be delighted to receive your application.

**Libby Nicholas**

Chief Executive, Astrea Academy Trust





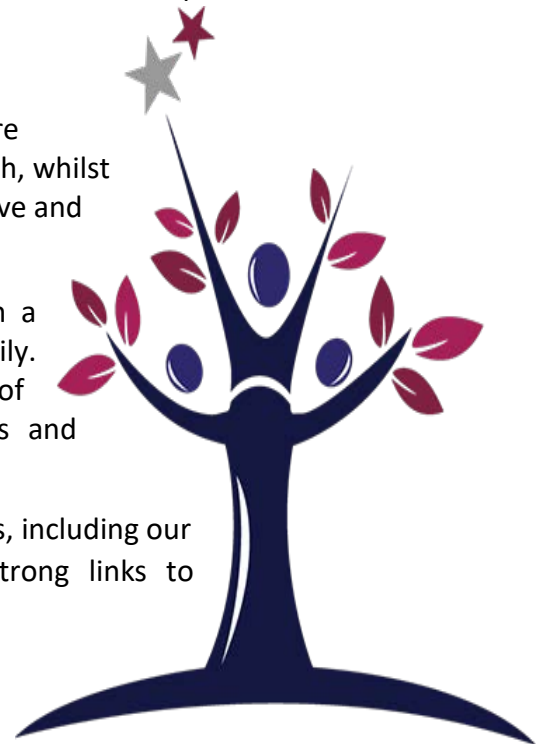
## Astrea Academy Trust: Our Educational Vision

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.





# Astrea Academy Trust Ethos

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

## Responsibility and Leadership

Individuals in the Astrea 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 can follow their innate desire to achieve. Astrea pushes 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 Astrea 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

Astrea 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. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

**You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website:** <https://astreaacademytrust.org/>



# Astrea Academy Trust Family

## Academies currently within Astrea Academy Trust:

- ★ Atlas Primary Academy, Doncaster
- ★ Byron Wood Academy, Sheffield
- ★ Carrfield Primary Academy, Rotherham
- ★ Castle Academy, Doncaster
- ★ Cottenham Village College, Cambridgeshire
- ★ Denaby Main Primary Academy, Doncaster
- ★ Edenthorpe Hall Academy, Edenthorpe
- ★ Gooseacre Primary Academy, Rotherham
- ★ Greengate Lane Academy, Sheffield
- ★ Hartley Brook Primary Academy, Sheffield
- ★ Hatfield Primary Academy, Sheffield
- ★ Hexthorpe Primary Academy, Doncaster
- ★ Highgate Primary Academy, Rotherham
- ★ Hillside Academy, Doncaster
- ★ Intake Primary Academy, Doncaster
- ★ Kingfisher Primary Academy, Doncaster
- ★ Lower Meadow Primary Academy, Sheffield
- ★ Netherwood Academy, Barnsley
- ★ The Centre School, Cambridgeshire
- ★ The Hill Primary Academy, Rotherham



# Job Description

**Position:** National Leader of English and Literacy

**Salary Range:** Competitive

**Contract Type:** Permanent

**Reporting to:** Executive Director of Education

## **Purpose of this role:**

The National Leader for English and Literacy will ensure the consistent delivery of exceptional learning opportunities within English and Literacy. Beyond teaching students across the academies, the successful candidate will promote the raising of aspiration and achievement within English and literacy, which includes the motivation and enabling of staff to plan for and support raising achievement.

Through inspirational leadership, strong subject knowledge and the capability to develop excellent CPD and school improvement mechanisms, the successful candidate will implement high levels of professional standards to secure the highest possible achievement for all pupils within English and Literacy.

## **Key responsibilities**

- To promote and be committed to securing high expectations for learning and the raising of achievement within our academies.
- To provide strategic direction through the efficient monitoring, evaluation and improvement of the quality of teaching and learning in English and Literacy.
- To create a culture of constant, rapid improvement.
- To work with teachers and subject leads to develop and use appropriate literacy strategies, implementation plans, and assessment tools.
- To maintain and contribute to the development of strategies on English and Literacy.
- To promote and be committed to Astrea Academy Trust's aims and objectives.

## **Main duties:**

**To assist with the effective operation of English and Literacy teams by, individually and with others to:**

- set the highest expectations and raise standards
- deliver highly effective teaching and impactful intervention
- developing schemes of work, resources, teaching and learning strategies
- contribute to department and academy enrichment programmes
- contributing to review, monitoring and evaluation and the development of working practices



- developing and sharing best practice, whilst empowering others to achieve impact within a range of challenging contexts
- participating in working groups and projects
- teaching across the Astrea Academy Trust as required
- collaborate with the Executive Director and Deputy Directors of Education to raise standards of teaching and learning to narrow the attainment gap
- taking part in other professional development activities

**Working with the English and Literacy departments in the Astrea Academy Trust academies to improve attainment, classroom practice, and professional development;**

- leading the English and Literacy team as a model of outstanding teaching
- raising student aspirations at all levels and inclusively across all groups of pupils
- raising attainment across the department through leading improvements in teaching and learning
- lead moderation of all elements of English, through all key stages

**Working with other teachers on classroom organisation and teaching methods/providing model lessons;**

- leading continuing professional development activities
- demonstrating, guiding practice in and co-coaching teachers to become excellent practitioners of relevant teaching methods for Literacy and English in the key stages being taught
- demonstrating model lessons
- team teaching
- developing strategies with colleagues to use with students experiencing difficulties
- keeping abreast of the new teaching and learning strategies
- identifying educational research to enhance existing practices
- developing action planning based on the needs of the department

**Producing high quality teaching materials:**

- updating existing and create new schemes of work and supporting their introduction
- leading the implementation of teaching appropriate for the inclusion of all pupils
- leading the introduction of new technologies, such as video conferencing, white board technology, the internet and the academy learning platform
- sharing good practice with members of staff





### **Advising on Professional Development;**

- designing and delivering professional development activities
- participating in the planning and delivery of focused in-service training days
- liaise with the Astrea Inclusion team to ensure that the needs of all children are met

### **Helping teachers experiencing difficulties;**

- observing and feeding back on the teaching of colleagues experiencing difficulties
- providing a structured programme of advice and support
- give constructive criticism

### **Initial Teacher Training;**

- providing exemplar lessons for trainee teachers
- contributing to the assessment of students' teaching practice
- participating in the training of teachers within teacher training institutions
- acting as mentor to trainee teachers

### **Intervention;**

- provide workshops for students on key borderline grades
- provide targeted support for disaffected or abler students
- support strategies for helping particular groups

### **Other specific duties;**

- to undertake any other duty as specified by the School Teachers' Pay and Conditions Document not mentioned in the above
- to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description

### **If required, mentoring Newly Qualified Teachers;**

- providing a weekly discussion and overseeing personal action planning



## **General**

- Abide by the Health & Safety at Work Act
- Attend training as required
- Respect confidentiality
- Work within the Academy and Trust policies and procedures
- Comply with the Academy and Trust no smoking policy
- Participate and contribute to team meetings
- Co-operate and liaise with departmental colleagues
- Demonstrate a commitment to their own development, to take advantage of education and training opportunities and develop their own competence
- Support and encourage harmonious internal and external working relationships

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

**The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their line manager.**



# Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

<b>Knowledge, Qualifications and Experience</b>	<b>Essential</b>	<b>Desirable</b>
<b>Relevant Experience</b>		
Experience of working across phases and a number of schools/academies	*	
Experience of understanding departmental reviews, well versed in the Ofsted requirements in terms of teaching, learning, and assessment, with a good understanding of what makes 'outstanding' learning	*	
Experience of leading, developing and enhancing the teaching practice of other staff	*	
Experience of leading a successful English department	*	
An excellent classroom practitioner that can model best practice	*	
Experience of working with Principals and Senior Leadership Teams	*	
<b>Education and Training</b>		
Graduate with qualified Teacher status	*	
NPQH		*
<b>Knowledge</b>		
An awareness of current issues in English and Literacy education	*	
Knowledge of national curriculum requirements	*	
Understanding of use of data to assess and inform teaching and learning	*	
<b>Skills and Ability</b>		
Ability to demonstrate successful outcomes for learners	*	
Good organisational and personal management skills	*	



Effective behaviour/classroom management	*	
Strong interpersonal and communication skills	*	
Ability to work independently and be a team player	*	
Ability to develop and support other staff to develop a variety of teaching strategies	*	
Ability to enthuse and direct students and staff towards raising expectations and levels of achievement	*	
Strong ICT skills	*	
<b>Additional</b>	*	
Flexible and committed to work across our group of academies	*	
Willingness to work collaboratively with stakeholders including other Academy Trusts	*	
Self-motivated	*	
Work in ways that promote equality of opportunity, participation, diversity and responsibility	*	
A commitment to the ethos and values of the Astrea Academy Trust	*	
To display a responsible and co-operative attitude to working towards the achievement of the Astrea Academy Trusts aims and objectives	*	
An ability to respect sensitive and confidential work	*	
Commitment to own personal development and learning	*	
The post holder will require an enhanced DBS	*	



# Child Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our students.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

## *Keeping Children Safe in Education 2016*

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.



# Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

## Safeguarding Children and 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 an enhanced check.

- Candidates should be aware that all posts in Astrea Academy Trust 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. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, 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.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether 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.
- 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 be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

## Interview Process

After the closing date, short listing will be conducted by a Panel. 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 DBS requirements
- Documentary proof of current name and address



- Where appropriate any documentation evidencing 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 Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate's 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 checks and qualifications
- Satisfactory Enhanced DBS 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 relevant)
- 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



## How can I Apply?

This is an exciting and very rewarding role and we look forward to receiving your application.

**Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;**

**Name:** Vicki Russell

**Position:** Recruitment Officer

**Contact:** [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)

## The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.