



Job Application Pack

## Principal for Djanogly City Academy

Djanogly Learning Trust. Location: Nottingham City

Permanent Contract

**Closing Date: 12 noon Wednesday 13<sup>th</sup> March 2019**

**Interview Date: Monday 18<sup>th</sup> & Tuesday 19<sup>th</sup> March 2019**



## Letter from the Chief Executive Officer

Dear Candidate

Thank you for showing an interest in joining our team here at Djanogly Learning Trust. We have a simple shared mission – to make a difference to the lives of our children and their families.

We now have an exciting opportunity to become Principal of one of the most improved schools in the country – Djanogly City Academy. We are proud of the improvement over the last 4 years and the committed and talented staff team that have made it happen. Our current principal has established a strong leadership team who are relentless in their pursuit of excellence. There is a strong focus on continued professional development adopting the 'Teach Like a Champion' approach in order to constantly improve and re-focus in order to accelerate progress and narrow attainment gaps.

We are now looking for someone who is passionate about education and committed to ensuring that all our children are properly prepared for the next stage in their individual learning journeys. Our current principal is leaving to continue his own professional journey in New York.

Djanogly City Academy was one of the first City Technology Colleges in the country, supported by our original sponsor Sir Harry Djanogly. Sir Harry's vision was to ensure that all children, whatever their background, had the opportunity to succeed. We remain committed to this vision and are proud that all pupils at our academy make above average progress, particularly those identified as eligible for pupil premium. We were judged solidly good by Ofsted in April 2018, with inspectors recognising our commitment to ongoing professional development as the key to school improvement.

"Leadership at all levels is of high quality. Senior leaders are clear about their roles and responsibilities. Their successes provide convincing evidence that they have the capacity for future improvement. They are positive role models for others in the school"

"Middle leaders understand the key priorities for the school and their part in addressing them. Their actions are contributing to valuable improvements."

"Teachers' professional development is a strength of the school. Teachers receive many opportunities to develop their practice, learn from each other and join local networks."

*Ofsted April 2018*

Djanogly Learning Trust currently has one secondary and six primary academies. We are an ambitious and growing trust with strong support from our experienced and skilled Board of Trustees. Our current growth capacity is centred on primary in the short term but extends to secondary as we consolidate improvements and build on strengths. We have a positive relationship with our Regional School Commissioner who recognises our successes and aspiration.

Our children are engaged and keen to learn, they are polite and supportive towards each other. Visitors to our academies always comment on the warm welcome and the calm atmosphere.

As professionals we know that this doesn't happen by accident. We are committed to providing high quality support to all our staff, whatever their role. Our continuous professional development strategy is called 'Journey to Excellence' and through this we ensure that everyone has opportunities that are unique to them.

This is a tremendous opportunity to make a difference, lead secondary provision in our trust and to be part of a dynamic and innovative executive leadership team. We look forward to receiving your application.

Best regards

A handwritten signature in black ink that reads "Liz Anderson". The signature is written in a cursive, flowing style.

Liz Anderson  
CEO  
Djanogly Learning Trust.



## Advertisement and Application Details

**Djanogly City Academy is one of the most improved schools in the country. Over the last 4 years, we have been through a transformation and are now looking to recruit our new Principal to continue our ethos of “Everybody Graduates” delivered through high quality teaching and coaching through the ‘Teach Like a Champion’ model.**

At DLT we believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our Trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

DLT is a growing multi academy trust with a secondary academy and six primary academies and more looking to join us in 2019/20. Djanogly City Academy was inspected in April 2018 and was graded ‘Good’ in all areas. Our progress 8 score has been above average for the past 2 years (+0.44 in 2018); EM 5+ is in line with national (40%) and attainment 8 is rapidly catching up with national (43.39). We are looking for a Principal to build on this success, continue our ethos and take us to the next level. The Principal is part of the Senior Executive Team of the Trust and will be part of our continued growth moving forwards.

We are looking for someone who:

- Puts children at the heart of everything they do
- Has been an inspiring Head or Deputy with experience in a diverse, large secondary
- Is a leader who inspires both children and adults to want to be the best they can be
- Has experience in managing the performance of staff and cultivating highly-motivated teams, who recognises and rewards excellent practice
- Is an excellent communicator, who is personable, caring and passionate with high expectations of themselves and others
- Is committed to their own continued professional development and providing skilled mentoring and coaching to other potential future leaders.

In return we offer:

- A culture of trust, where all contributions are recognised and respected
- A senior leadership team with a strong ethos of mutual support and challenge
- An embedded whole trust commitment to professional development
- Academy teams who share our ambition for excellence
- Well established and embedded business support and processes
- A skilled and experienced central service team who proactively support our academies, enabling educationalists to focus on our core purpose – teaching and learning
- A real commitment to work-life balance – we remember we are human beings first and educators second!

Visits are welcomed and encouraged. If you would like to visit us for an informal discussion and to find out more please contact Holly Pickering by email: [h.pickering@djanogly.org](mailto:h.pickering@djanogly.org) or by phone: 0115 9421286

**How to Apply:** Please complete and return an application form along with a covering letter addressed to Liz Anderson, which clearly demonstrates your suitability for this role. Applications can be submitted via

email to [h.pickering@djanogly.org](mailto:h.pickering@djanogly.org) with Principal Application in the subject line, or by post, for the attention of Holly Pickering, to the following address:

c/o Holly Pickering  
Djanogly Learning Trust  
Sherwood Rise  
Nottingham  
NG7 7AR

**Application forms:** These can be downloaded from either the eteach website [www.eteach.com](http://www.eteach.com) or from the Times Education Supplement [www.tes.com](http://www.tes.com). A link to these sites can also be found at [www.djanogly.org/vacancies](http://www.djanogly.org/vacancies). Wherever possible, please provide email addresses for your referees.

**Closing Date:** Please ensure your application form arrives by 12.00pm on the closing date of Wednesday 13<sup>th</sup> March 2019

**Application process:** Should your application be successful to interview you will be invited to complete a psychometric assessment. This will be emailed to you on Thursday 14<sup>th</sup> March 2019 and must be completed by 8.00am on Monday 18<sup>th</sup> March 2019.

**Interview:** For the role will be held on **Monday 18<sup>th</sup> & Tuesday 19<sup>th</sup> March 2019.**

#### **Safeguarding and Child Protection**

*Djanogly Learning Trust is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. All new staff with the Trust will be subject to an enhanced DBS check and all other safeguarding requirements in accordance with DfE legislation.*

*Senior leaders are all accredited Designated Safeguarding Leads who staff should refer any safeguarding concerns to straight away. All members of staff will receive training in line with our safeguarding and child protection policy.*

#### **Equal Opportunities**

*Djanogly Learning Trust welcomes enquiries from everyone and values diversity in our workplace. A commitment to promoting diversity and developing a workplace environment where all staff are treated with dignity and respect is central to our recruitment process.*



The Principal will have overall responsibility for DCA as well as being part of the Senior Executive Team of the Trust.

## **1. Strategic Direction and Development of DCA**

The Principal will work with the Trustees, Governors and senior leaders to develop a vision and strategic view for DCA that will inspire and motivate pupils, staff, parents and wider members of the community. They will work with all partners to promote an inclusive and ambitious culture in line with our Employer of Choice principles.

It is the responsibility of the Principal to ensure that senior leaders work to achieve the strategic objectives set and to ensure that the vision and culture is clearly articulated, shared, understood and implemented effectively by all.

Main Duties:

- a) Work within the Trust community to translate the vision in to agreed objectives and improvement plans which target needs and improve outcomes across DCA and central services
- b) Work with the Trustees, Local Governing Body and senior leaders to monitor and evaluate the performance of DCA and the Trust as a whole
- c) Demonstrate vision, values and aspiration in everyday work and practice
- d) Motivate and work with others to create a positive climate in line with our Employer of Choice principles
- e) Ensure that strategic planning and the Trust culture and academy curriculum takes account of the diversity, values and experience of each academy and community at large
- f) Work with the Trustees, CEO and senior leaders in the Trust to contribute to the formulation of policies and whole Trust strategies and improvement plans
- g) Work with the CEO and senior executive team (SET) to ensure that central services provides proactive support and value for money.

## **2. Teaching and Learning**

The Principal has a central responsibility for raising the quality of teaching and learning across the secondary curriculum and continue with our Teach Like a Champion ethos. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture that impacts positively on pupil's achievement.

It is the responsibility of the Principal to ensure that the senior leaders are focussed on improving teaching and learning to ensure that most teaching is judged good or better and that progress for all children is good with much that is outstanding.

Main Duties:

- a) Ensure that learning is at the centre of strategic planning and resource management in DCA
- b) Guide and support senior leaders to establish creative, responsive and effective approaches to teaching and learning
- c) Ensure a culture and ethos of high aspiration, challenge and support where all pupils can achieve success and engage with their own learning
- d) Demonstrate and articulate high expectations for pupils and staff and the wider community of the Trust
- e) Guide and direct senior leaders to implement strategies which secure high standards of behaviour and attendance
- f) Guide and direct senior leaders to provide a relevant curriculum that inspires, motivates and includes all pupils
- g) Monitor, evaluate and review classroom practice in order to identify areas for development, prioritise actions and secure continuous improvement
- h) Challenge under-performance at all levels and ensure that action is taken decisively to secure improvement
- i) Actively promote the wellbeing and healthy development of all children.

### **3. Leading and Managing Staff**

Effective communication and relationships are key to effective leadership. The Principal will lead and support senior leaders to build a professional learning community, providing opportunities for everyone to achieve their full potential.

It is the responsibility of the Principal to demonstrate good and outstanding leadership and to support leadership and management at all levels to ensure that actions impact positively leading to good or better pupil outcomes.

Main Duties:

- a) Guide and support the senior leaders and Local Governing Body to determine an effective staffing structure
- b) To guide and support the senior leaders in the deployment and management of all teaching and support staff appointed to the academy
- c) Work with the senior leaders to recruit high quality staff
- d) Lead and support the strategic implementation of continued professional development for staff
- e) Recognise high performance and actively encourage talent development
- f) Challenge under performance at all levels, with particular focus on senior leaders
- g) Promote and develop good leadership and management practice, positive staff participation, effective communication and clear procedures
- h) Work with the Head of HR to ensure all HR processes are embedded in to the culture
- i) Treat everyone fairly, equitably and with respect in order to promote and embed a positive whole Trust culture
- j) Regularly review own practice and achievements, setting personal targets and take responsibility for own personal development. Take account of feedback from others
- k) Manage own workload and that of others to allow an appropriate work/life balance
- l) Support senior leaders in their role to safeguard and promote the welfare of children.

### **4. Leading and Managing Resources**

The Principal will provide strategic direction for the efficient and effective management of resources in order to secure best value and positive outcomes.

It is the responsibility of the Principal to guide and support the senior leaders to provide efficient and effective management of resources in order to secure best value and positive outcomes. The Principal should ensure that funds are allocated and managed effectively to ensure that the academy makes best use of funding and does not go into deficit.

Main Duties:

- a) Provide a strategic lead to the senior leaders, Head of Finance and Local Governing Body to determine and set an annual budget that makes best use of income and clearly links to academy priorities
- b) Support the senior leaders, Head of Finance and Local Governing Body to monitor income and expenditure over the financial year
- c) Support the Local Governing Body to monitor and evaluate the allocation and impact of Pupil Premium
- d) Provide a strategic lead to the senior leaders to manage and organise the academy environment and facilities efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- e) Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide best value for money
- f) Provide a strategic lead in the use and integration of a range of technologies.

## 5. Accountability

The Principal accounts for the effectiveness of DCA to the CEO, Local Governing Body and Trustees of Djanogly Learning Trust.

Main Duties:

- a) In relation to the Members:
  - To report to the Members as required.
- b) In relation to the Trustees:
  - To report to the Trustees as required;
  - To advise and assist in the exercising of its functions;
  - To attend meetings as required.
- c) In relation to Local Governing Bodies:
  - To advise and assist in the exercising of its functions;
  - To attend governor meetings;
  - To support them in appraising the performance of the academy.
- d) In relation to the pupils, their families and the wider community:
  - To ensure that the needs of the pupils are at the heart of all decision making;
  - To develop and maintain positive relationships which support learning;
  - To promote a positive image of the Trust.
- e) In relation to employees:
  - To ensure that all employees are managed in line with the Employer of Choice principles;
  - To inspire and recognise talent across the Trust.
- f) In relation to the Local Authority and partner agencies:
  - To share information as appropriate;
  - To develop and maintain positive relationships which support learning;
  - To ensure that the academy administers statutory testing and reports data as required;
  - To contribute to the development of the education system by, for example, sharing good practice, working in partnership with other establishments and promoting innovative initiatives;
  - To co-operate and work with relevant agencies to protect children and promote their wellbeing;
  - To liaise with partner agencies and professional bodies in the best interests of the pupils and in the meeting of statutory obligations.

## 6. Generic Requirements

- a) It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of duties
- b) All employees of the Trust are required to uphold the Equality Policy and the Trust's Behaviour Policy (incorporating the Code of Conduct)
- c) All staff will ensure the safeguarding of young people by the implementation of Child Protection and other safeguarding policies.

This job description is not a complete description of the role, as you are required to undertake any other reasonable duties within the level of responsibility and grading of the post as directed by the Trustees of the Trust.



## Principal Person Specification

In order to be considered for interview all essential criteria must be met.

REQUIREMENT	Essential	Desirable
<b>Qualifications</b>		
Degree Qualification	*	
Qualified Teacher Status	*	
Masters Degree		*
National Professional Qualification for Headship	*	
National or Local Leader of Education		*
<b>Experience</b>		
At least 3 years' experience of senior leadership in a successful secondary school	*	
Experience of managing the performance of individuals	*	
Experience of monitoring and evaluating impact of actions	*	
Experience of working with other academies/schools to improve quality of provision and raise standards		*
Experience of developing and mentoring staff		*
Experience of leading an academy/school through the inspection process	*	
<b>Knowledge and understanding</b>		
Knowledge and understanding of how pupils learn	*	
Comprehensive knowledge of the National Curriculum	*	
Knowledge and understanding of secondary accountability measures	*	
Knowledge and understanding of devising and implementing whole school policies	*	
Knowledge and understanding of using data to identify strengths and areas for development	*	
Knowledge and understanding of government initiatives and policy direction	*	
Knowledge and understanding of employment legislation and practice		*
<b>Skills and abilities</b>		
Able to lead improvement and change in order to improve outcomes across more than one academy	*	
Excellent personal organisation in planning and delivering change	*	
Able to plan and prioritise own workload and that of others	*	
Good oral and written communication skills	*	
Able to develop positive, trusting, supportive and appropriate relationships with pupils, parents and stakeholders	*	
Able to lead strategic development of wider Trust		*
Able to inspire, motivate and develop all stakeholders to promote achievement	*	
Able to provide strategic lead on use of premises and resources		*
Able to set and monitor strategic budgets		*
Able to identify, discuss and report safeguarding issues including child protection with the relevant representatives	*	
Ability to use ICT programmes for teaching and learning and for data management and record keeping	*	
<b>Qualities</b>		
A positive and flexible approach, open to challenges	*	
Passionate about children's education	*	
Driven and determined	*	
Strategic thinker with ambition		*
Creative and pragmatic problem solver	*	
A demonstrable commitment to our values	*	
Empathy for pupils from a wide variety of social, religious and cultural backgrounds	*	
Sensitivity, flexibility and a sense of humour	*	
<b>Equal Opportunities</b>		
Commitment to equal opportunities and diversity in the performance of duties	*	
<b>CPD</b>		
Evidence of commitment to own professional development	*	



## Overview of the Trust

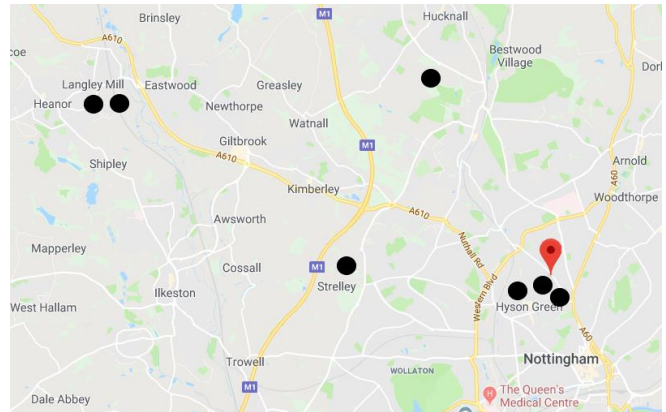
Djanogly Learning Trust is a dynamic Multi Academy Trust based in the East Midlands. Our Trust group is committed to providing high quality education for all our children, regardless of their backgrounds. Our track record demonstrates our ability to deliver on our core goal; achievement for every child. Our portfolio of schools covers a range of contexts.

Our primary academies are:

Djanogly Northgate, New Basford, Nottingham  
Djanogly Sherwood Academy, Sherwood, Nottingham  
Djanogly Strelley Academy, Strelley, Nottingham  
Springfield Academy, Bulwell, Nottingham  
Langley Mill Academy, Langley Mill, Derbyshire  
Laceyfields Academy, Langley Mill, Derbyshire

Our secondary academy is:

Djanogly City Academy, Hyson Green, Nottingham.



Our values are central to the positive ethos that we develop throughout our family of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

## We believe nothing is more important than making a difference for our children.

### Our Vision and Ethos

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

### Innovation

We believe it's vital to look for new and creative approaches in order to maintain our ongoing commitment to improving our teaching and learning provision. We strive tirelessly to achieve the best, are not afraid to take risks and are never complacent. All of our staff are actively encouraged to look for improved ways of working and to promote an atmosphere of trust.

### Achievement

Learning is at the very heart of everything we do. We believe that academic success provides the foundation that allows all children the opportunities to make the most of their lives and the opportunities available to them. Exciting, engaging and inspiring lessons lie at the centre of our curriculum and we constantly strive to provide every child with the very best educational experiences. Should a child require additional support a range of services are available to ensure every child's success, whatever their individual educational needs.

### Resilience

We believe it's crucial for both children and adults to develop a strong sense of self in order to succeed in challenging times. Our mission is to ensure that our children and staff have the independence to work things out for themselves, the confidence to ask for help when they need it and the courage to never give up.

### Excellence

We believe that everyone deserves to experience excellence. Our organisation is ambitious and we endeavour to support all our children and staff to reach their full potential. We commit to delivering high quality professional support at all levels as part of our journey to excellence. By providing this excellence in teaching and learning, we ensure that all our children have the necessary knowledge and skills to succeed.

# Djanogly Learning Trust Making A Difference through: innovation | resilience | excellence

## Non-negotiables

- Outcomes in line or above national in all areas
- No group under performing
- Attendance broadly in line or above national

## Business

- Deliver a pro-active solution focussed service; exceeding customer expectations
- Develop innovative support systems and processes
- Provide 'horizon scanning' in order that individual academies and the Trust are well prepared for change
- Train, develop and support academy business staff, empowering them to take more responsibility so that educational staff can focus on teaching and learning
- Establish successful collaborative partnerships with other MATs to create financial & operational synergies

## Environment

- The positive culture of the academy is evident in all learning spaces, both inside and out
- Adults make the best use of their surroundings to promote learning across the curriculum
- The children are inspired and enabled by their learning environment

## Teaching and Learning

- A teaching and learning culture of challenge that's richly embedded
- Adults who inspire all children to love learning
- Children who are motivated and empowered to take their learning forwards
- Teaching and learning experiences that are creative, imaginative and build lifelong skills



Innovation | resilience | excellence

## Djanogly Excellence

## Leadership

- Leaders provide a strong and inspiring environment which allows everyone, children and adults alike, to take risks in order to improve
- Leaders shape future practice through rigorous evaluation of impact
- Leaders have developed areas of highly skilled expertise in their academy in order to meet the needs of the community

## Culture

- A shared moral imperative to improve the life chances of the children in our communities
- There is a constant drive to improve and succeed
- Everyone is committed to shared responsibility across the trust  
Parents are actively involved in the learning ethos of the school

## CPD

- The desire and drive to improve professional practice permeates all aspects of the school
- The academy is outward facing, seeking out successful national and international initiatives

## Governance

- Trustees who use their skills effectively to hold executive leaders to account and are committed to building a strong and resilient organisation
- Governors who work seamlessly with academy leaders to promote clarity of vision, ethos and strategic direction
- Governors who hold leaders to account effectively because they have a clear understanding of strengths, weaknesses and ambitions of the academy
- A shared commitment to continual improvement through self review and development planning

## Context:

From historical data it became clear in 2015/16 that our previous Curriculum was not delivering in terms of student understanding and core knowledge. Our old curriculum lacked clarity of purpose, was not joined up enough and lacked the ability to be flexible or match the needs of the students we serve. These issues were at the heart of the years of poor outcomes that the school achieved and also led to a distinct intervention culture and a focus of resources in year 11 which, although moved the school above Floor targets in 2015 and 2016, we understood that we needed to break. We are a school where our student body is incredibly ethnically diverse and culturally rich. This mix has incredible benefits, but also creates a body that lacks the cultural insights, language and vocabulary that many other schools possess. Within each year group, up to 50% of students have not received a full primary education in this country, with around 25-30% in each year group receiving no formal British primary education at all. This meant that we needed to create a curriculum that focusses upon the core vocabulary and knowledge that we know our students will need for a lifetime of success in education, underpinned by rich and broad experiences.

## Vision:

A curriculum that sets up all of our students for the future to ensure that they Graduate from this school and have choice and control over their futures and careers.

## Detail:

Our curriculum is primarily focussed upon the idea that by age of 6, "a child in the middle of the family income spectrum will know, on average, 6,020 words. A child in the bottom 25% of the income range will know just 4,168 words. This gap is caused in part by a lack of exposure to adult conversation in low-income households." (Hirsch, 2008). This gap is then exacerbated and extended so that by the age of 16, students who are privately educated understand around 6000 more words than disadvantaged students do. Our students are more disadvantaged than the national average because they are not only living in one of the poorest areas of the country, they are learning in a foreign language. It is true that as Dr Roger Far stated; "The size of a student's vocabulary is the single best predictor of success (in)... tests," this means that our priority has to be upon increasing the Academic and Cultural Literacy that our students possess and this is why our curriculum is built upon this idea.

The core knowledge we build our curriculum around is based upon English, maths, science, history and geography initially as we recognise the primacy of these subjects and the fact that the nature of our cohort means we must secure this knowledge if students are to succeed. By wrapping other subjects and experiences around this, we are able to place real emphasis upon student choice and give students the opportunity to experience new ideas through a system of electives. ALL of our students receive quality education, much of which exists outside of the restrictions of the timetable. Our options package is driven by student choice; however, this is an informed choice as the electives process allows them to experience each subject without curriculum constraints and with a link to carers.

At heart, our curriculum model is underpinned by data as shown below:



## **Structure:**

Our year is split into 4 Teaching cycles for all years which consist of 7 teaching weeks, a testing week and then a re-teaching week where key misconceptions are retaught in order to prevent learning gaps at source rather than waiting for year 11. An example of the first 2 cycles is available below:

The main aim of this structure is to enable subject leads to accurately assess curriculum coverage through tests that are pre-written and measure understanding rather than skills. Core knowledge is provided to students prior to each cycle and opportunities are given to revise this material throughout each day.

## **Driven by Data?**

Because we integrate opportunities to recap, revise and reteach into the curriculum we can be incredibly responsive to student need. This responsiveness is a key feature of our curriculum and the main reason we can be so innovative and flexible. We use weekly low-stakes testing (Quizzing), Skills Assessments and more formal summative tests in order to pinpoint weaknesses and then fill in learning gaps.

- Content is taught to students.
- Teachers assess each lesson through checking for understanding tools such as Cold Call, Dot Round or Show Call.
- All lessons end with an Exit Ticket, which is used to assess exactly which key information students have grasped.
- Teachers use summative assessment each week through AO Assessments that test the skills students are developing. The results of these are analysed each week and used to plan future lessons.
- Time is put aside for teachers to meet and formulate strategies for teaching or re-teaching students as required.
- Quizzing is used to expose gaps that have formed each week and these are fed back to teachers to integrate into their planning.
- All of this weekly data is analysed to produce key groups for re-teaching in academic support.
- The KO tests are immediately used to populate QLAs which then form the planning for reteach week.
- Reteach week includes whole class instruction, whole year instruction, lectures, seminars and a final retest.

## **The School Day**

Our extended school day is divided into 2 parts, the Common Core and the Common Cultural. The Common Cultural aspect of the day exists to broaden students understanding of Cultural Literacy through music, art, food and sport as well as providing space for leaders to close learning gaps through Academic Support and Quizzing.

## **Impact:**

Through the structure of our curriculum, we can easily pinpoint the effectiveness of teaching, knowledge retention and the progress that all groups are making. The knowledge assessments are a superb tool to identify issues and solve them at source. We use Question Level Analysis at each point to pick out topics that have not been learned and then work on them through the Reteach week in a variety of lesson structures, some traditional and some less so, we then retest students on the same topics but through different questions. This model has worked exceptionally well in closing knowledge gaps across the board.



## Vision:

- Lessons are underpinned by a focus on building a strong academic culture.
- Learning is driven by data which is collected from both formative and summative assessments.
- Teaching is coherent to common frameworks but is creative and drives achievement.
- Students are presented with choice throughout lessons and the culture of the Academy is focussed on learning.
- Students are challenged to learn in every lesson and the bar is set high by every teacher.
- QA is driven by coherence to common frameworks and systems and improvements come through coaching and a shared collaborative approach rather than from singular lesson observations.

## Lesson Structure:

Teachers at Djanogly are expected to build lessons around key knowledge as set out in knowledge organisers. These are given to students at the start of every teaching cycle, this knowledge underpins their learning. All lessons should show strong coherence to the following routines and outline:

1. Each lesson must be done using a Lesson Packet so that it follows a standardised format in order to allow for effective formative assessment.
2. Each lesson begins with a 4 minute 'Do Now' which must be done in silence and with no verbal cues.
3. Every lesson has an outcome that coheres to the key assessment points designed by curriculum Leads.
4. Lessons have specific timings for tasks so that teachers can engender a feeling of pace-timings must be shared with students so that they have specific targets to work towards.
5. Lessons must include specific tasks to check understanding and gather data as per the assessment overview.
6. All lessons utilise a visualiser in order to assess effectively and share strong answers.
7. All lessons include opportunities for students to improve their work through revision of their answers.
8. All lessons must end with an Exit Ticket so that teachers can monitor students' learning.

## Staffing Structure:

There are 44.8 FTE teachers at Djanogly with an additional 2 members of staff on maternity leave. All core teachers are divided into teaching teams so that coaching, data analysis and QA is more effective, each teaching team is based around a specific year group and, initially, upon the core subjects.

Each teaching team works to analyse data and adapt teaching every week during the Friday CPD slot, this time is led by a member of SLT who works to ensure that lessons are well planned and driven by the learning needs of students as identified by staff through aggressive monitoring.

## Marking:

We expect teachers at DCA to be constantly circulating around the classroom in order to gather data, as they do this we then aim to give students a chance to improve their work in green pen through a process we call revision. We only mark formal assessments, with class work aggressively monitored against learning outcomes.

## Quality Assurance:

Quality Assurance occurs every day and involves all members of the Academy in ensuring that we develop coherence towards the routines and cultures within the Academy. The QA focuses on 3 aspects of the Academy;

1. **School Systems** including transitions, Forum, the tone of leaders and how students respond to routines.
2. **Teacher Systems** including marking, checking for understanding, student response to correction and tracking the speaker.
3. **In-class systems** including entry and exit, transitions between tasks, student folders and the classroom environment.

The results of this QA are published in the school and shared with staff and students so that we create a culture where every member of the community strives for improvement. By sharing in this way we are able to surgically focus on improvement and use CPD and coaching in order to drive improvement.