



TEACHER OF ENGLISH

BURSCOUGH PRIORY ACADEMY



Dear Applicant,

Thank you for your interest in the position of Teacher of English at Burscough Priory Academy.

The Endeavour Learning Trust board and I are delighted to provide the enclosed information about our School. I hope you find it helpful and on behalf of the whole school community, I would like to take this opportunity to extend a very warm welcome.

Endeavour Learning Trust is a growing Trust in the North West, currently spanning South Ribble, West Lancashire and North Sefton. In our family of schools at this point in our growth, we have four secondary schools and two primary schools formally in the Trust.

Our Trust is a mix of good schools and schools which have been in challenging circumstances. Where there has been work to be done, the impact has been rapid and significant. We are committed to growing our Trust further and we are strengthening our central team to ensure we have the capacity to continue to support where we are needed most. All of our schools and our staff provide us with rich opportunities to learn from and with each other.

We strive to ensure that our family ethos is tangible; that we work as a team; that we want the best for everyone. We are also staunch in our commitment to working in a way which protects the wellbeing of our staff; our commitment to reducing workload is non-negotiable. We seek to thrive; individually, collectively, in our classrooms, staffrooms, schools, our central team and across the Trust.

We hope the enclosed information will give you good insight into our School & Trust.

We look forward to viewing your application.

Yours faithfully,

A handwritten signature in dark ink, appearing to read 'DL', with a stylized flourish extending to the right.

David Clayton
Chief Executive

Endeavour Learning Trust's Mission and Values

We will serve our communities to ensure that every child realises their potential

We pledge that our schools will be transformational places of academic excellence that offer a true richness of experience, providing all children with the same opportunities to flourish and develop their unique skills, qualities and talents.

We will work collaboratively with our colleagues, parents and carers and our partners to remove any barriers that place limitations on our children, creating schools that are happy and harmonious places at the centre of their community.

Our Values

Individuality

We are firmly committed to recognising, celebrating and investing in the individuality of all of our children and young people, each of our colleagues and the distinct ethos and identity of each of our schools, whilst remaining united by our core values. We don't believe in a "one size fits all" approach, and will adapt our provision to meet individual needs.

People centred

Our work is driven by our responsibility to every individual within our Trust community. Every person deserves to be treated with respect, dignity and kindness. We demonstrate empathy and humility in our approach, ensuring that our Trust provides an environment where every individual feels confident to be their true authentic self.

Belonging

Equity of opportunity is central to our practice and we will be relentless in our endeavour to identify and remove barriers that prevent full inclusion. Our culture extends beyond tolerance to one where difference is embraced and every individual is valued and celebrated for their unique contribution to our community. Every individual is a full member in our community.

Transformation

We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual successes. We are bold in our approach, stretching perceived boundaries, to go further for our children, colleagues and communities. We continually develop our approach to respond to changes in the communities we operate within to support every child, colleague and partners to realise their potential.

Togetherness

We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of the communities we serve. Our collaborative approach inspires us to be bold and brings us together in ways that help us to make a difference. We are better together.

ENDEAVOUR LEARNING TRUST

OUR SCHOOLS





Our School

Dear Applicant,

Thank you for your interest in the Teacher of English vacancy at Burscough Priory Academy.

We are a small and thriving community school, within the Endeavour Learning Trust family of schools. Since joining the Trust, we have made rapid and sustained progress over the last three years, with the vision of being a 'Great school at the heart of the community.'

At our school you will find a caring, ambitious and inclusive community; one that is dedicated to celebrating the potential and uniqueness of everyone. To support this commitment, there is a strong curriculum, inspirational and challenging teaching and learning and outstanding pastoral care. In November 2022, this was recognised by Ofsted and we were judged a 'Good' school.

The relationships that are fostered in school between the children and staff are exceptional. We are very aware of our responsibility as a school at the heart of our Burscough community and we know that excellent relationships with our parents, staff and within the wider community are crucial to the success of the children. Our motto is, 'E Pluribus Unum,' which translates as 'Out of Many, One.' You will feel a distinct feeling of togetherness, working as one to make sure our children feel safe, valued and well supported.

Our family ethos is tangible; we work as a team and we want the best for everyone. But we are also staunch in our commitment to doing this in a way which protects the wellbeing of our staff and our students. Our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and right across the Trust.

We hope the information in this pack give you a flavour of who we are and what we do. If you have any further questions about the role please get in touch.

We look forward to receiving your application.

Yours faithfully,

Mrs L MacLaren
Headteacher

Advert: Teacher of English

Contract: Full time, Permanent (0.6 or 0.8 will be considered)

Salary: £30,000 - £46,525 per annum

Start Date: September 2024

Are you an ambitious and passionate Teacher of English who has desire to support young people to love learning and language? Thinking about the knowledge and skills of English, can you engage students to develop a positive approach to learning? Are you interested in working in a school that is truly ambitious for students and staff? If so, read on!

Burscough Priory Academy joined the Endeavour Learning Trust in September 2018 and has thrived as part of a successful family of schools. Burscough Priory students are hardworking, enthusiastic and keen to work with their teachers and the support staff to get the very best out of every day at school. Since 2018, there has been rapid and sustained improvement at our school which is firmly rooted in the existing good practice evident at Burscough Priory Academy. Our staff are wholly optimistic and completely committed to continuing to make the school the very best it can be - this is a school that is going places.

For our staff, we are firmly committed to ensuring this is a job that can be enjoyed, where everyone can flourish because we pay close attention to work/life balance. Across the Trust, we continue to develop strategies that take a common-sense approach to those aspects of the role that could become an unnecessary burden on workload - these include feedback, marking and centralised detentions.

Our collaboration is the beating heart of our Trust and from right across the Trust our teachers learn together. They share their practice, encourage and support each other to get the best out of the working day. The candidate will have opportunities to work with other colleagues in the trust and wider networks to support the development of the curriculum and teaching in English across our family of schools.

In our schools we have a relentless focus on excellence, expect the highest standards of behaviour but we have a pragmatic emphasis on the balance between challenge and support, high expectation and nurture. This counts for students and staff, teaching and non-teaching, so that our schools develop a family ethos, where everyone wants the best for everyone else.

In our team, our teachers are committed to continuously improving the classroom experience of our students with a genuine desire to improve their life chances. If you think this sounds like a place you would like to develop your career and your love of teaching then please follow the application guidance below.

We welcome applications from candidates seeking 0.6 or 0.8 positions.

HOW TO APPLY

To apply, please complete our application form and include a personal statement to support your application and outline the relevant skills and experience you can bring to Endeavour Learning Trust.

Applications should be submitted by 9.00am on Monday 13th May 2024

Interviews are to be held on Wednesday 15th May 2024

As part of the interview, you will be asked to plan and deliver a lesson and then discuss it with the panel.

Prospective candidates are welcome to contact the school for a telephone conversation prior to the final application please contact Miss P. Murray, Operations Manager at p.murray@burscoughprioryacademy.org to organise a convenient time.

SAFEGUARDING

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that in line with Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.

ENGLISH FACULTY



At Burscough Priory Academy we believe in high aspirations, clear boundaries, academically challenging all students and promoting a genuine enjoyment of learning. The GCSE results of our students are testament to hard work and determination of a highly driven faculty that works effectively as a team.

The overall strategic leadership of the Faculty sits with the Director of English. As part of the team all members of the Faculty are valued and supported. We work strategically and collectively to ensure that all students in our school are effective readers, writers, speakers and thinkers. Our faculty plays an integral role in implementing the whole school's reading and vocabulary strategy.

We are a creative and enthusiastic faculty who are keen to recruit a team-orientated colleague who is ambitious and passionate and wants the best for every student

The Faculty consists of:

- Director of English
- Second in Faculty
- Leader of Reading – Vacant Post
- 3 x Teachers of English

Scheme of Work and Resources

- 6 classrooms with interactive whiteboards;
- A well-resourced library;

We currently follow a three-year mixed attainment KS3 programme of study designed to foster enthusiasm and enjoyment of the subject and to develop core skills. We start the AQA GCSE in English Language and Eduqas GCSE English Literature in Year 10.

Years 7-9 have either 7 or 8 hours of English per fortnight and Year 10 & 11 have 9 hours per two weeks.

TEACHER OF ENGLISH



BURSCOUGH PRIORY ACADEMY

JOB DESCRIPTION

- To carry out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.
- To plan, develop and deliver high quality lessons and schemes of work, using a variety of approaches, to continually enhance teaching and learning and to maximise individual progress for students
- To maintain and build upon the relevant standards achieved in the award for QTS (Secondary) as set out by the Secretary of State
- To support the Head of Faculty (HoF) in providing effective leadership and management and to contribute to building and maintaining an effective teaching team which continually strives to enhance the quality of teaching and learning
- To contribute as appropriate to a personalised learning agenda to meet the needs of individual students
- To contribute to the school's delivery of engaging and effective teaching and learning strategies
- To consistently apply the school's Behaviour and Rewards Policy

Teaching and Learning

- Manage student learning through effective teaching in accordance with the Faculty/Department's schemes of work and policies.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches, including differentiation to ensure stretch and challenge for all students and to meet curricular objectives and to ensure equal opportunity for all students.
- Set assessments and homework regularly in accordance with the School policies and guidelines, to consolidate and extend learning and encourage students to take responsibility for their own learning.
- Work with SEND staff and pastoral support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Work effectively as a member of the Faculty team to improve the quality of teaching and learning.
- Set high expectations for all students, particularly Pupil Premium students, to deepen their knowledge and understanding, to raise aspirations and to maximise their individual achievement.
- To plan and execute appropriate intervention strategies within the classroom to address potential underachievement and log as appropriate
- Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
- Inspire creativity, independence and critical thinking
- Contribute towards social cohesion

Curricular/Faculty Development

- To contribute to the development of comprehensive schemes of work which include a range of teaching and learning methods and activities providing a rich experience for all students, and incorporating a variety of assessment methods at key points to enable accurate judgements to be made on student progress within the Assessment for Learning Agenda.
- To fully engage with Faculty and whole school initiatives for collaborative planning and moderation.
- To share in the development of Faculty classroom and intervention strategies for students' literacy, numeracy and spiritual, moral, social and cultural development.

Monitoring, Assessment, Recording, Reporting, and Accountability

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.

- Contribute towards the implementation of 'Pupil Passports' as detailed in the current Code of Practice and school policies particularly the planning and recording of appropriate actions and outcomes related to set targets and suggested strategies.
- Assess students' work systematically and use the results to inform future planning, teaching, moderation and curricular development and to refine accurate predictions of student outcomes.
- Keep up to date with data on student progress and use it effectively in planning and preparation.
- Be familiar with statutory assessment and reporting procedures, prepare and present informative, helpful and accurate reports as required.
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum requirements and assessment requirements and specifications for examination courses.
- Keep up-to-date with research and developments in subject/pedagogy.

Professional Standards and Development

- Be a role model to students through appropriate personal presentation and professional conduct as in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and the school policy and procedures.
- Arrive in class, on or before the start of the lesson, and begin and end lessons on time and be a presence around school and between lessons, ensuring high standards are maintained.
- Cover for absent colleagues in line with agreed school policies.
- Be familiar with and supportive of all the School's policies and procedures including Safeguarding and Health.
- Establish effective working relationships with professional colleagues.
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare as directed by the School.
- Be aware of the role of the Trust Board and Local Academy Council of the Academy and support them in performing their duties.
- Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.
- Consider the needs of all students within lessons (and implement specialist advice) especially those who:
 - have SEND
 - are disadvantaged (including PP, FSM, CLA, Forces Children and EAL)
 - are Able, Gifted and Talented
 - are mobile students

Liaison/communication

- Meet regularly and work with the HoF (and line manager if different) for professional support and to develop effective Faculty management
- Liaise with other subject teachers in order to utilise effective practice from across the curriculum

Health and Safety

- Be aware of Basic First Aid procedures.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare and fire procedures.

Continuing Professional Development - Personal

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the Academy or Faculty Improvement Plan and Appraisal processes taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Appraisal process.
- To work to the Academy's policies

Continuing Professional Development – Staff

- Contribute as appropriate to the Academy's CPD programme.
- Support trainees and ECT's to ensure they are appropriately monitored and supported if applicable.

Tutor Role

- Every classroom teacher may be expected to be part of House team and to work to the Personal Tutor job description

Safeguarding

- To be responsible for promoting and safeguarding the welfare of children and young persons with whom the post-holder comes into contact with, or is responsible for in line with Academy Policies.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

- To teach effectively
- To ensure that the subject contributes effectively to the attainment of Academy targets across all key stages.

To undertake any other duties and tasks as reasonably defined by the Headteacher

- This job description may be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder.
- It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties.
- Elements of this job description and changes to it may be negotiated at the request of either the Executive Headteacher or the incumbent of the post.

PERSON SPECIFICATION

	KEY CRITERIA	Essential (E)/ Desirable (D)
QUALIFICATIONS	Qualified Teacher Status/appropriate Graduate Status	E
	Effectiveness as an English Teacher	E
	DBS Clearance	E
EXPERIENCE AND KNOWLEDGE	A proven track record of successful teaching with evidence of enhancing student achievement, especially at GCSE level	D
	A thorough understanding of how data may be used to monitor and improve pupil performance and the effective use of school tracking and reporting systems	E
	A demonstrable commitment to CPD and a thirst for reviewing and developing teaching and learning strategies	E
	A commitment to engage in and use educational research for the development of teaching and learning	E
	An ability to be part of a team	E
	Infectious enthusiasm in the classroom and around school	E
	Ability to develop independent learning and enquiry skills in students	E
	Excellent classroom management and organisation	E
	Awareness of the principles of Assessment for Learning	E
	Ability to accurately assess and predict student progress	E
	Awareness and commitment to a personalised learning agenda	E
	ICT literate and a willingness to further develop their skills	E
	Motivation to work with children and young people	E
	Ability to form effective and appropriate professional working relationships with young people with clear boundaries	E
	Ability to develop appropriate use of authority within an ethos of mutual respect in accordance with the Behaviour Policy	E
PROFESSIONAL AND PERSONAL ATTRIBUTES	Emotional resilience in dealing with the challenges of the role	E
	A genuine passion for education	E
	A commitment to the Aims and Vision of the Trust, the School Development Plan and the Faculty Development Plan	E
	A willingness to undertake further training and professional development	E
OTHER	Clearance through the Disclosure and Barring Service	E
	Compliance and adherence to the document 'Guidance for Safer Working Practice' & 'Guidance for Conduct'	E