



APPLICATION PACK HEAD OF TEACHING & LEARNING



Jerry Clay Academy

Striving to be the best we can be



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Welcome from the Chair of Governors

DEAR PROSPECTIVE HEAD OF TEACHING & LEARNING,

I would like to thank you for your interest in this exciting new post; the Governing Body of Jerry Clay Academy look forward with anticipation to meeting the successful applicant.

Our Academy is on a very exciting journey. We were judged as 'Outstanding' by Ofsted in March 2017, became a model school for the teaching of Phonics in January 2017 and designated as a National Support School in July 2017.

We have a very hard-working, dynamic and caring team of teaching staff (including specialist teachers) and support staff, an enthusiastic and supportive Governing Body and a strong partnership with parents and carers. This works to provide our children with a fantastic child-centred, holistic and academic education of which we are all proud.

As our academy continues to grow from strength to strength, we are now looking to build more capacity within our leadership team. Our Headteacher, Tracy Swinburne became a National Leader in Education this year. As part of this role, the school offers significant support, professional development and challenge to schools in our region. We would like a Head of Teaching & Learning to support the work of the academy, by further increasing standards of Teaching & Learning in our own academy and supporting professional development and outreach support to other schools. We believe that this is an exciting and innovative opportunity for the right person who has exceptional and innovative teaching skills, high quality leadership and management skills and who will work well within the SLT, staff, the Governing Body, parents and carers and other schools. If this sounds like you... we very much look forward to receiving your application.

Yours sincerely,

S. Nicol

Mrs. Sue Nicol
Chair of Governors





Welcome from the Headteacher

DEAR APPLICANT,

Thank you very much for your interest in becoming Jerry Clay Academy's Head of Teaching & Learning. I hope you will find this information pack a useful introduction to our school.

Jerry Clay Academy is a school in a very exciting phase of its journey! Having achieved 'Outstanding' at our last Ofsted inspection, we are so excited by our next stage of development; establishing ourselves as an effective National Support School. We are extremely proud of our academy; however, we are always striving to achieve the very best for our children, adults and now, our region. We have ambitions to help give more children the very best education but need a driven, passionate and determined individual to join our team and help us in our quest.

We believe there is superb potential for a Head of Teaching & Learning to bring passion and a love of learning, building upon the improvements already seen at the school. The new Head of Teaching & Learning will work alongside our excellent, dedicated team and will help to create an effective National Support School.

We want the successful applicant to support the delivery of an inspiring and exciting learning experience across the school and beyond that engages children, driving up their achievement as well as their attainment. We would like a Head of Teaching & Learning who can fit into our team, with a great sense of humour, a passion for research and a zest for simply wanting the very best for all children and staff.

We welcome and encourage academy visits. Please contact the office to arrange a suitable date and time. I look forward to meeting you and sharing with you our academy, which we are all incredibly proud of.

Yours sincerely,

Headteacher





How to Apply

Salary:

Group 2 L7 – L11 (£45,743 - £50,476)

Visits to the Academy:

Please call our academy office on 01924 303 665 to make an appointment to look around our school.

Application closing date:

Monday 20th November at 12pm

Interviews will be held on:

Wednesday 29th November & Thursday 30th November

Starting date:

April 2018 or September 2018

1. Please read this application pack carefully. In this pack you will find the job description and the job specification, which lists the key competencies that we are looking for.
2. Complete the enclosed application form; CVs will not be accepted.
3. Please make sure you address the criteria outlined in the job specification when writing your personal supporting statement.
4. We highly recommend that you visit our academy before applying for the position. To arrange a visit, please call the academy office on 01924 303665
5. Should you have any queries on the application process, please contact Mrs. Sally-Anne Beaumont-Office Manager on 01924 303665
6. Completed applications should be sent by email to headteacher@jerryclayacademy.wakefield.sch.uk or by post to Mrs. Tracy Swinburne, Headteacher, Jerry Clay Academy, Jerry Clay Lane, Wrenthorpe, Wakefield, WF2 0NP
7. References will be sought for shortlisted candidates prior to the interview date. The successful candidate will be required to complete an enhanced DBS check.





Welcome to Jerry Clay Academy

Jerry Clay Academy is a vibrant one-form entry school in Wrenthorpe on the outskirts of Wakefield.

There are 211 pupils in the school who come mainly from Wrenthorpe. We take pride in our child-centered ethos and strive to provide inspirational, high quality learning for everyone.

Children's ages: 4-11.
Current school roll: 211.

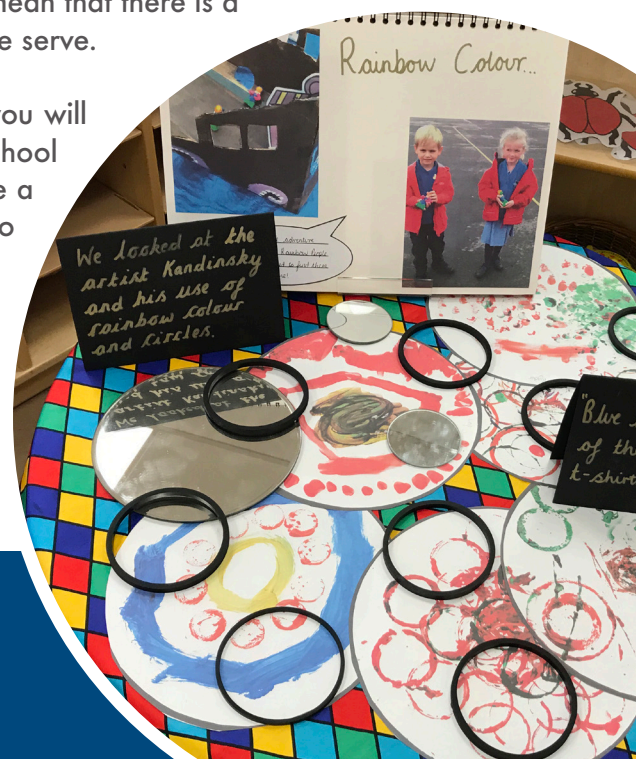
At Jerry Clay Academy, we believe we have the best children! They are keen to learn, well behaved and they really enjoy coming to school. Our parents and carers value education and support the school brilliantly. We are a happy, successful and forward-thinking school community set in the heart of Wrenthorpe. Using the local area and locations in Wakefield and beyond it is important to us in bringing the curriculum to life and making learning meaningful to children. As Head of Teaching & Learning, you will strategically lead on Teaching & Learning across the academy, as well as with other schools within our National Support School network, as well as managing the wider pastoral responsibilities for children, families and staff. You will play a key role in the strategic development of the school.

We have a talented and committed team of staff and governors who work together to provide a purposeful and exciting education. Our common aim is to support children's attainment, achievement and emotional wellbeing so that every child finds their own success.

We offer a commitment to your professional development as part of a dynamic senior leadership team. Clear systems and structures ensure that there is transparency and good communication throughout the school. Our school motto is "Striving to be the best we can be" and it is expected that all of us demonstrate this, whatever our role in school. Strong networks between schools mean that there is a strong sense of identity and loyalty to the children and community we serve.

On our school website www.jerryclayacademy.wakefield.sch.uk you will find other key information about the school; the curriculum, data, school improvement plan and teaching and learning policies which will give a broader picture of who we are and if we are the right place for you to grow as a school leader.

We warmly invite you to visit the school before applying to see for yourself what a special place it is.



Welcome Continued

We are seeking an ambitious and outstanding leader who thrive on a challenge. For this crucial role we will be looking for the following:

QUALIFICATIONS

- Qualified teacher status.
- Successful primary teaching and with effective experience at senior leadership level.
- Experience in at least one appropriate key stage.
- A record of recent professional development that prepares for this post.

PERSONAL QUALITIES

- Excellent interpersonal skills and a willingness to make him/herself approachable to all members of the school community, and listen to their opinions and ideas.
- Good communication skills, both written and oral.

SHAPING THE FUTURE

- Understanding of principles and demonstrable application of school improvement and school effectiveness by systematic and rigorous use of data and evidence
- Demonstrate the ability to investigate and solve problems and make decisions.
- Ability to analyse, interpret and understand relevant data and information to inform future plans for improvement.
- Ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Effective use of ICT to raise standards throughout the school.
- Awareness of current and pending legislation and prompt and practical implementation of the legislation.
- Understanding the role of the school within the wider children's services framework.
- Can articulate a clear and positive for the school.

LEADING TEACHING AND LEARNING

- An excellent understanding of how children learn, how teachers can best teach, and how to raise standards through careful monitoring and target setting.
- Has a philosophy that promotes active, independent learning and a broad, rich curriculum.
- Knowledge and understanding of the contribution that the extended schools agenda can make in raising standards for all pupils.



Welcome Continued

DEVELOPING SELF AND WORKING WITH OTHERS

- Able to lead and participate actively in a professional learning community.
- Can work with others, building strong relationships, to create a shared leadership culture.
- Effective resource deployment.
- Able to delegate work and support colleagues in undertaking responsibility.

MANAGING THE ORGANISATION

- The ability to create and implement a strategic school improvement plan, based on effective self-review which identifies priorities and targets, ensuring that all students are included, achieve high standards, and make progress, increasing teachers' effectiveness, and securing school improvement.
- The drive and ability to provide strong leadership, clear direction, manage change and enthuse and motivate others.
- The ability to provide objective support and advice to the Governing Body, to enable it to meet its responsibilities.
- Proven ability to develop and coach others, identifying and delegating appropriate tasks/ projects to support this.
- Proven ability to develop the whole school workforce ensuring the appropriate allocation of responsibilities and raising pupil attainment.
- Developing, supporting enabling highly effective teams.

SECURING ACCOUNTABILITY AND STRENGTHENING COMMUNITY

- Proven ability to ensure parents and pupils are effectively engaged with the curriculum, attainment and progress, and understand the contribution they can make to achieve the school's targets for improvements.
- A commitment to pupil development and the development of inclusive practice for all members of the community.
- The ability to understand and make positive use of rich social and cultural diversity of the school and the surrounding community.
- The ability to effectively engage in dialogue that builds partnerships to ensure positive outcomes for pupils.





Job Description

The post holder will take responsibility for teaching and learning in accordance with the duties listed below.

LEADERSHIP AND STRATEGIC DIRECTION

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Demonstrating the vision and values of the school in everyday work and practice.
- Motivating and working with others to create a shared culture and positive climate.
- Assisting the Headteacher in the on-going and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self evaluation policy.
- Develop and implement policies and practices for the subject/ area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies.
- Promoting high expectations for attainment.
- Establishing short, medium and long term plans for the development and resourcing for the specific areas of responsibility.
- Monitoring the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning.
- Working with outside agencies and stakeholders to inform future action.

LEADING TEACHING AND LEARNING

- Developing and enhancing the teaching practice of others:
- Work with the Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
- To fulfil up to 50% teaching in the school (or other schools), providing coaching, team teaching and modelling.
- Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on pupils learning.
- Develop whole staff, phase teams and individuals to enhance performance.
- Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
- Lead training to schools within our National Support School network
- Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
- Plan, delegate and evaluate work carried out by teachers, subject leaders and phase.



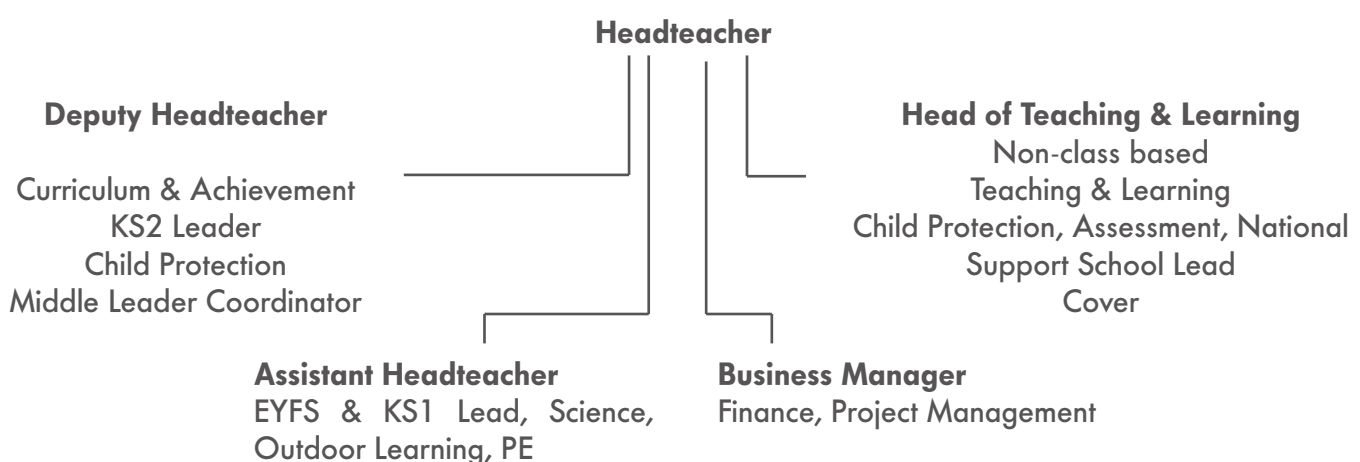
Job Description Continued

- Create, maintain and enhance effective relationships.
- Work with the head teachers to recruit and select teaching and support staff.

SECURING ACCOUNTABILITY

- Work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community.
- Develop a school to school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others:
- Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.
- Provide guidance on a choice of teaching and learning methods/ strategies.
- Exemplify good practice.
- Undertake shared planning, team teaching etc:
- Develop and implement systems for recording individual pupil's progress.
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

JERRY CLAY ACADEMY SENIOR LEADERSHIP TEAM STRUCTURE





Person Specification

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It will be used in the short-listing and interview process for this post. Evidence may be required to validate statements provided.

A. Application | **I.** Interview | **R.** Reference | **D.** Desirable | **E.** Essential

	Evidence	Requirement
Qualifications		
Qualified teaching Status	A	E
Evidence of professional development in school leadership or a higher degree	A	D
Designated as a Specialist Leader in Education	A	D
Experience		
Experience of teaching across the Primary age range	A, I, R	E
Excellent classroom teaching with high expectations of achievement and behaviour	A, I, R	E
Strategic responsibility in school leadership and management	A, I, R	D
Involvement in curriculum / school development and raising standards within a school	A, I, R	E
Responsibility for developing, monitoring and evaluating as aspect of school provision including pupil behaviour	A, I, R	E
Management of staff and resources	A, I, R	D
Has worked with Governors	A, I, R	E
Has experience of staff recruitment and induction	A, I	D
Has supported or mentored NQTs	A, I	D
Recent line management of colleagues	A, I	E
Has worked successfully in partnerships with parents and the wider community	A, I	E
Has delivered professional development training to own school and beyond	A	D

Person Specification Continued

Evidence	Requirement
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Knowledge

Current educational issues and developments	A, I	E
The Ofsted Inspection Framework and the process and place of self evaluation	A, I	E
Equal opportunity and inclusion for pupils, including: 'Achievement for All'	A, I, R	E
Strategies for improving teaching and learning	A, I	E
Assessment strategies and the place of formative and summative assessments in planning next steps in teaching	A, I	E
An ongoing and thorough understanding of teaching and learning.	A, I	E
Has a thorough knowledge of the teaching of Phonics, including using the Read, Write Inc. programme	A, I	D

Skills and Abilities

A proven track record as an excellent teacher who continually strives to motivate children	A, I, R	E
An enthusiastic and highly motivated leader	A, I, R	E
An approachable member of staff who promotes positive relationships	A, I, R	E
Able to support the work of colleagues through CPD and the performance management cycle	A, I	D
Able to relate well to children and share their interests and enthusiasms	A, I, R	E
An effective administrator with great organisational skills	A, I, R	E
Is able to lead a team	A, I, R	E
Is able to demonstrate a positive and constructive approach to behaviour management	A, I, R	E
Can analyse data, develop strategic plans, set targets and monitor their effectiveness	A, I	E
Can monitor teaching and learning and set targets for improvement	A, I	E
Is able to communicate effectively both orally and in writing to a range of audiences	A, I	E
Has a good knowledge of IT for teaching as well as for admin purposes	A, I, R	E

Others

Committed to providing an effective learning environment appropriate to meet the needs of all pupils	A, I, R	E
Committed to partnership working on various different levels	A, I	E
Committed to working with the community and parents	A, I	E
Committed to ongoing research in order to develop practice	A, I	E

Development Plan Overview 2017-18

STRIVING TO BE THE BEST WE CAN BE!

To develop these priorities we have considered data analysis, school self-evaluation, feedback from all stakeholders, information gathered through all aspects of monitoring and consultation with the school team and governors. It includes the following priorities:

PRIORITY 1

Attainment and Progress –Develop & accelerate attainment so that a higher proportion of children are working at greater depth in Reading, Writing & Maths by the end of the academic year.

PRIORITY 2

Curriculum- Embed the newly revised curriculum so that it connects to real life, is relevant and taught to a high standard across all subjects. Ensure Reading, Writing & Maths are pivotal across the whole curriculum.

PRIORITY 3

Leadership and Management –Develop leaders at all levels so that all staff are challenging & supporting practice across the whole school and in other schools.

PRIORITY 4

Assessment- Improve assessment collection & analysis to ensure that it always impacts directly on children's individual learning journeys.

PRIORITY 5

Partnership working- Develop JCA as an effective National Support School, ensuring that we are challenging, supporting and developing other schools in need of rigorous support.





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