



**Cheadle Sixth Form College**

**Teacher of Humanities  
The Cheadle Academy**

**RECRUITMENT PACK**

The Cheadle Academy  
Station Road  
Cheadle  
Staffs  
ST10 1LH  
01538 493900

[office@theheadleacademy.co.uk](mailto:office@theheadleacademy.co.uk)  
[www.theheadleacademy.co.uk](http://www.theheadleacademy.co.uk)



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[www.theheadleacademy.co.uk](http://www.theheadleacademy.co.uk)

**Teacher of Humanities**

**Salary: MPS-UPS £22,467 - £38,250**

**Start date: September 2017**

The Cheadle Academy is seeking to appoint an enthusiastic and inspirational teacher of Humanities, with a preferred specialism of History, with the ability to teach across all key stages. The Governors are looking for an individual who has the ability and desire to become an outstanding practitioner and contribute positively to the wider school community of this inclusive school.

You would be joining an outstanding, experienced and hard-working department who have a proven track record of achieving good outcomes at both GCSE and A Level. Furthermore, you would be supported by a friendly, supportive and professional team of staff and a commitment to provide Continuing Professional Development. A comprehensive induction programme is in place for the successful candidate.

The Cheadle Academy is an equal opportunities employer committed to safeguarding and promoting the welfare of children and this position is subject to an Enhanced Disclosure check.

**For further details and an application pack please visit the school website or contact Mrs K. Cope (Personal Assistant) at [recruitment@theheadleacademy.co.uk](mailto:recruitment@theheadleacademy.co.uk)**

**Visits to the school are welcome and can be arranged by contacting Mrs Cope on 01538 493900**

**Closing date for applications: Tuesday 2<sup>nd</sup> May 2017 at 3.30pm**  
**Interview Date: Friday 5<sup>th</sup> May 2017**

**PRINCIPAL**  
**Mr N Jamieson**  
**BA Hons, PGCE, NPQH**



**STATION ROAD**  
**CHEADLE**  
**STOKE-ON-TRENT**  
**ST10 1LH**  
**TEL: 01538 493900**  
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[office@theheadleacademy.co.uk](mailto:office@theheadleacademy.co.uk)

Dear Applicant,

Thank you for taking the time to consider applying for the post of Teacher of Humanities at The Cheadle Academy. As its principal, I would like to share with you some of the factors that attracted me to work here. The main appeal was, of course, the immense potential of The Academy to be judged, by everyone's standards, as outstanding. The Academy has seen an improvement in its outcomes for students and we are predicting further improved outcomes the year, building on our recent successes. We achieved the highest results in the academy's history in 2016.

The Cheadle Academy is a popular 11-18 inclusive comprehensive school serving the close knit community of Cheadle and the surrounding villages. The whole community takes a keen interest and pride in the achievements of its students. Our staffing compliment is 36.8 FTE teachers and 22 support staff. We have 541 students on role and, following the closure of our collaborative sixth form, *The Moorlands Sixth Form College*, we will be opening our own *Cheadle Sixth Form College* in September 2017, offering a wide range of A Levels and some vocational courses to support the students of Cheadle and the surrounding area.

There is an emphasis on a caring, inclusive academy in which the staff are serious about their responsibility for the protection and safety of our students. We are an equal opportunities employer and aim to provide equality of opportunity and access to all.

The Cheadle Academy has a strong track record of collaborative work with our primary feeder schools, other institutions and groups of school, which will continue to develop in the future. Parental support is excellent; Opening Evenings, Consultation Evenings, Awards Presentations and performances are always well attended. The Academy's wider community provides much positive encouragement.

We want someone with a passion for teaching and learning who could contribute to a department where projected results are good and who is confident in their subject knowledge. You will be an inspirational and motivated teacher with a commitment to innovation in the classroom, particularly in relation to closing attainment gaps between vulnerable groups and the general cohort. We also offer the opportunity to teach A Level History at our new *Cheadle Sixth Form College*, opening in September 2017.

Every child's journey through our Academy is important to us. We intend to ensure that every child receives nothing but the highest levels of academic and pastoral support, as we build a school dedicated to achieving my underlying philosophy of promoting success through partnership and challenge. Please review the recruitment pack before completing your application form. Please do not send a CV with your application form.

I would to thank you for your interest in this post, and our Academy, and wish you every success with your application.

Yours sincerely,

Mr Neil Jamieson  
Principal

## BACKGROUND INFORMATION



### Context

The Cheadle Academy is an 11 – 18 school which will be establishing its own Sixth Form provision in September 2017, following the closure of The Moorlands Sixth Form College this summer, with 541 students on roll. Cheadle is a small market town near Stoke-on-Trent, Staffordshire, England, with a population of 11,400 according to the 2011 census. It is roughly 11 miles from the city of Stoke-on-Trent. Employment is dominated by JCB (Engineering), who have several large manufacturing facilities in the area (two in Cheadle) and Alton Towers, who provide considerable opportunities for seasonal employment in retail and public service. The catchment area of the school is both rural and urban in nature. Some students live in deeply rural environments and we have urban and rural wards in both the top and bottom 10% of wards on the index of child poverty. The percentage of adults in Cheadle with Further Education qualifications is 9.5% (national 19.5%) and similarly the percentage of adults with no qualifications at 16+ is higher than national averages (27-34%). The school converted to Academy Status in August 2011.

The percentage of families within the second quintile of deprivation is higher than the national average across Cheadle especially in the North East where 57% of families sit within this category. The percentage of children in low income families is better than the national average. Children who claim free school meals are lower than national averages, other than for Cheadle North East which is similar (14.5%). Cheadle West has significantly higher rates of violent crime than the national average. Cheadle North East also has a higher than national average number of children classed as being in need.

The following indicators are representative of Key Stages 3 and 4. The number of students eligible for Pupil Premium funding has increased to 29.85% over the last two years having increased from 25% in 2012-13. The number of eligible for Free School Meals has increased this academic year and is currently 12.31% of the Key Stage 3 and 4 cohorts. There has been an increase in the number of children in care over three years, currently there are six. The percentage of students with English as a second language has increased slightly to 2.5%. The number of students with a Statement of Educational Need has fluctuated over three years, but not excessively. There were 12 in 2012-13, which reduced to 8 in the last academic year, and there are currently 8 students with Statements or Education and Health Care Plans, which is 1.5% of the KS3/KS4 population. With the introduction of the new Code of Practice SA and SA+ are defined under the blanket term SEN Support. At SEN Support, there are currently 34 students, which is 6.2% of the KS3/4 student population. This number is a small decrease from previous years and is reflective of earlier identification of need and a decision to intervene at a lower level of tolerance with students with genuine SEND needs as opposed to underachievement. This was to drive forward more rapid improvements where testing reveals weaknesses in literacy and numeracy. The range of interventions used with all students on the register and the recording and monitoring of these is a focus and it's driven far more by data, particularly at KS4.

## **SAFEGUARDING**

The Cheadle Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school follows safer recruitment practices and the successful applicant will be required to apply for an enhanced Disclosure and Barring Service check.

We are passionate about promoting British values, which is evident through our curriculum and the routines of our daily school life.

## **VISION AND VALUES**

The Cheadle Academy's aspirations are reflected in the culture and ethos of the school, in the way in which our community is built upon sensitivity, tolerance and the appreciation of difference; at the heart of our work is the education of the young people in our care. There is a whole school ethos based on "Promoting Success". The Cheadle Academy seeks to ensure that all students aim to maximise their progress and attainment by:

- Developing a culture based on high expectations for both academic success and behaviour that supports learning
- Creating a set of values and norms which every member of the school community must espouse and uphold
- Maximising the use of teaching time, for example, by cutting out the minutes that are wasted by low level disruption and poor lesson transitions
- Focussing on the basics particularly reading, writing, communication and numeracy
- Achieving high levels of consistency; our pedagogy, classroom routines and behaviour policies are apparent throughout the academy
- Seeking to reward effort as well as achievement
- Celebrating and developing resilience
- Systematically cultivating aspiration through the use of visits, role models and creative opportunity.

The academy has a comprehensive system for using data to identify areas for improvement and a rigorous self-review system that enables it to deliver the necessary focussed improvements in learning, that are a prerequisite for constantly improving outcomes for our young people. We also have a CPD focus on training in accurate moderated assessment to ensure that all intervention is appropriate and targeted.

The capacity for sustained improvement is excellent. Our leadership structures are designed to bring added value to management; our leaders, at all levels, are seeking to bring about change, whilst all of our teams have in common the capacity to envision dynamically a set of coherent and communicable objectives and an associated ability to formulate and implement a clear map of how to reach them.

Our structure is designed to have a number of important characteristics

- A willingness to take on system wide roles and work with other schools
- Moral and strategic purpose
- A focus on enhancing the quality of creative learning, teaching and assessment
- An ability to make our academy a personal and professional learning community
- A commitment to building capacity through networking and collaboration
- A clear framework for developing leadership at all levels within the institution

The leadership structure, school ethos and numerous collaborative ventures gives the academy the capacity to tackle a number of key challenges facing the academy's leadership, driven by the increase in the scale and complexity of the agendas that all school leaders have to face. We have the leadership capacity to address the challenges associated with the juxtaposition of the learning and standards agendas on the one hand and the social and inclusion agendas on the other. Significant investment in Special Needs provision addresses issues



relating to our vulnerable groups and ensures a constant focus on issues relating to equality and discrimination; our numerous links with other schools enables our students to be aware of issues relevant to them as world citizens.

We believe that a sense of clear direction is a strength of the academy. A number of processes are used to bring this about including:

- Involving all stakeholders in the development of a whole school vision
- The involvement of staff in creating our current school Aims Statement with its link to the Strategic Improvement Plan, Team Improvement Plans and individual staff targets
- An effective Governors Committee structure and the leadership of a Development Committee
- Regular meetings of the Year Leaders, led by an Assistant Principal, which links the student welfare system to the Senior Staff.
- Self-evaluation is strong. Targets are set to be aspirational and challenging, yet within our grasp as a school
- Governors and leadership teams have a good understanding of the academy's strengths and weaknesses, and have the drive and determination to move the academy forward. Our self-evaluation provides an accurate diagnosis of the academy's strengths and weaknesses, and systems are rigorous and involve staff at all levels.

Action we take, both operationally and strategically, is appropriate, carefully planned and aimed to provide impact in the areas that need it most, and where progress is particularly hard to achieve.

The energy, vision and drive of the Leadership Team, linked to the excellence of the support from leaders at all levels, and Governors, has helped to create a improving school. The academy has maintained and improved upon its previous performance. There is effective succession planning within the Senior Leadership Team and an established second tier of leadership and management confident in its roles and responsibilities. The SLT is very ambitious and is continually pressing forward with school improvement built around its secure evaluation of the academy's performance.

There is a well-balanced School Improvement Plan showing that the academy has focused priorities for each year supported by subject plans and other aspects within the academy.



## **APPLICATION PROCESS**

### **Second in English -**

#### **Key Dates:**

|                            |   |
|----------------------------|---|
| School tours available on: | On request, please telephone Karen Cope on 01538 493900 to arrange. |
| Closing date:              | Tuesday 2 <sup>nd</sup> May 2017 at 3.30pm                          |
| Shortlisting Date:         | Wednesday 3 <sup>rd</sup> May 2017                                  |
| Interview Date:            | Friday 5 <sup>th</sup> May 2017                                     |
| Start date:                | 1 <sup>st</sup> September 2017                                      |

We do hope that you apply and, if you do, you need to submit a fully completed application form by the closing date above. Please note that we do not accept CVs and no applications will be accepted after the closing date. Shortlisting will be based on the information contained within your application form only.

Your application should be emailed for the attention of Karen Cope to: [recruitment@theheadleacademy.co.uk](mailto:recruitment@theheadleacademy.co.uk)

or post it to:

Karen Cope  
Personal Assistant  
The Cheadle Academy  
Station Road  
Cheadle  
Stoke-on-Trent  
Staffordshire  
ST10 1LH

For further enquiries, please contact the school on 01538 493900

We look forward to receiving your application.

## **Job Description**

**Role Profile**                      **Classroom Teacher / Form Tutor**

### **JOB TITLE AND PURPOSE: Teacher**

Job Purpose: To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students

### **WORKING HOURS**

- A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the Principal for 1265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.
- The above applies to a teacher employed part-time, except that the number of hours the teacher must be available for work must be that proportion of 1265 hours which corresponds to the proportion of total hours worked.
- In addition to the hours a teacher is required to be available for work as above, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned students.

### **LINE MANAGEMENT:**

**Responsible to:** Principal via Senior Teacher/Line Leader

### **TEACHERS STANDARDS:**

Teachers must make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, a strong awareness of pedagogy and are reflective practitioners; forge positive professional relationships and work with parents in the best interests of their students.

A teacher must:

#### **1. Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### **2. Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.



### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address conceptions
- demonstrate a critical understanding of developments in subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5. Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback.

### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour, both in classrooms and around The Academy, in accordance with The Academy's Behaviour Policy
- have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions, rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs, in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

## **PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside The Academy, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

### **Other**

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- To undertake any other duty as the Principal may reasonably direct
- To be responsible for promoting and safeguarding the welfare and safety of students at all time
- To carry out all duties in a manner which promotes equality of opportunity, dignity and due respect for all persons and is consistent with The Academy's Equal Opportunities Policy



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