



Aspirations Academies Trust
in association with Quaglia Institute

Specialist Teacher of English (with responsibility for Literacy and KS2/3 Transition) Application Pack



Banbury Academy
an Aspirations Academy



Space Studio Banbury
an Aspirations Academy



Welcome to Banbury Aspirations Campus

October 2017

Dear Colleague

Every morning I drive to our campus looking forward to the day ahead – I have been here for one year and this is truly a special and addictive place to work. If you are lucky enough to be offered a role here, you will have the privilege of working with a committed and dedicated team and a wonderful group of pupils with a desire and thirst for learning.

Do you want to make a long-lasting and fundamental difference to the lives of the children who study with us at Banbury?

Do you have a passion for your subject?

Are you someone who can teach English to A level?

Have you a proven track record of supporting pupils to achieve their potential in English?

If the answer is yes to the four questions above, then please read on and we hope you will be inspired to apply.

We are looking for an exceptional colleague who will work with us at Banbury to ensure that every child is offered the opportunities and experiences to provide them with the springboard to a successful life and career. The Trust you will be joining (Aspirations Academies Trust) is one which places the progress of every pupil and every colleague at the heart of everything we do. Your happiness and fulfillment at work is just as important as that of the pupils'.

Banbury Academy (BA) and Space Studio Banbury (SSB) are in the Easington district of the market town of Banbury in Oxfordshire. Our campus community cares for over 900 pupils, more than 70 teachers and a team of 45 support staff. In June 2016 BA had an Ofsted inspection which placed us at RI, but we are determined to demonstrate within the next eighteen months that we have moved all aspects of our practice to at least good, if not outstanding. Our English department has consistently produced the best results in the school and is led by a team of passionate colleagues. At post 16 we can boast the highest percentage A*-A in the local and surrounding area. We are proud that, in its first Ofsted inspection, Space Studio Banbury was judged to be a good provider in all aspects of its work. We are also proud that its first set of GCSE results places the school top in the country for P8 for all Studio Schools. The math's results at SSB were very impressive at 84% A*-C. We are looking to continue the improvements we have made by recruiting a colleague with the same high standards and expectations that the rest of the team hold. We are not complacent. We know where our areas for improvement are and have measures in place to make these changes rapidly.

Aspirations Academy Trust creates amazing opportunities for sharing good practice, with quality first teaching at the heart of everything we do. You will have access to exceptional Professional Learning





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opportunities through the network of academies the Trust now runs – most of which are now graded as Outstanding. We are now a Teaching Schools Alliance which brings with it some superb opportunities for collaborative work. Banbury district is looking to expand with more primary schools so these are exciting times for us all. Our key partner in the Trust, Russ Quaglia, is renowned internationally and therefore we are now working on the global stage. This brings a range of opportunities which are unique to our Trust and unparalleled elsewhere in the country. In addition to this, for the right candidate, there will be the opportunity to fast-track to middle or senior leadership through the Trust's own bespoke Leadership programme which have been created by Steve and Paula Kenning, who have both led outstanding schools.

If you are inspired by what you have read and want to know more, please arrange to visit us and see us in action. Gemma Weber (Executive Assistant to the Principal) will organise an appropriate date and time with you if you contact her directly on the following email address GWeber@banbury-aspirations.org

We look forward to receiving your application.

Yours sincerely

Sylvia Thomas
Principal of Banbury Aspirations Campus



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Specialist Teacher of English (with responsibility for Literacy and KS2/3 Transition)

Salary: MPS/UPS + TLR (to be negotiated with the successful candidate dependent on experience)

Start date: 1st January 2018

Job Description

We are seeking an enthusiastic and ambitious colleague to teach English and lead improvements in literacy across the school.

The specialist teacher of English shall carry out the professional duties as described in the School Teachers Pay and Conditions document in line with the duties as outlined for staff on the Leadership Spine.

The specialist teacher of English is directly accountable to the subject co-ordinator for English on the campus (Shelley Eastwick) who is based at BA. They will be responsible for ensuring the educational success of English within the overall framework of the Aspirations Academies strategic plan.

The specialist teacher of English should support the campus Senior Leadership Team to create a culture of constant improvement and be an inspirational teacher, committed to the highest achievement for all in every area of the work of the Trust.

Main aspects of the role:

- Carry forward the Aspirations Academies Trust vision;
- Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving pupil outcomes;
- Ensure the Aspirations framework is embodied in every aspect of the work of the campus;
- Provide effective pastoral support for all pupils on the campus.

Purpose:

- To raise standards of literacy across the campus
- To maintain, and further develop, productive links with KS2 colleagues across Banbury
- To raise standards of pupil attainment and achievement in English through high quality teaching;
- To be accountable for pupil progress and development within the English strand of the curriculum;
- To help to raise the aspirations of pupils across the campus.





Leadership

Literacy

The co-ordinator will:

- Work with and through others to drive up standards of literacy, in particular SPaG, across the whole academy
- Implement a whole academy approach to developing literacy through working with Heads of College
- Promote and co-ordinate reading across the whole academy
- Liaise closely with the SENCo to ensure that all children supported by this team are given the appropriate support packages to enable them to become functionally literate adults
- Lead on Professional Learning sessions designed to support staff develop a more coherent approach to literacy across the curriculum
- Monitor and evaluate standards across the academy in relation to the delivery of all aspects of literacy
- Develop the annual whole academy literacy plan

Transition

The co-ordinator will:

- Develop productive relationships with local primary schools to ensure that the academy builds on the progress made at KS2
- Attend cluster meetings with local primary schools

Operational and Strategic duties:

- To actively monitor and follow up pupil progress;
- To attend all appropriate meetings;
- To ensure that the work in the curriculum area fully reflects the distinctive philosophy of the Aspirations Academies Trust;
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the subject area are in-line with national requirements and are updated where necessary, therefore liaising with the Director of Operations and Finance.

Curriculum Duties:

- To liaise with the Subject Co-ordinator for English to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective English programme which complements the vision of the Academy;
- To keep up-to-date with national developments in English;
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

High Standards Maintenance:





- To ensure the effective operation of review and monitoring systems for English;
- To ensure the process of the setting of targets within English and to work towards their achievement;
- To contribute to the Academy's procedures for lesson observation;
- To seek/implement modification and improvement where required.

Management Information Responsibilities:

- To ensure the maintenance of accurate and up-to-date information concerning English on the management information system;
- To analyse and evaluate performance data provided for your specific remit;
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken;
- To produce reports within the quality assurance cycle for the campus;
- To provide the subject co-ordinator with relevant information relating to the performance and development of English.

Managing Effective Communications:

- To ensure effective communication/consultation as appropriate with the parents of pupils;
- To liaise with partner schools, higher education and other relevant external bodies;
- To represent English's views and interests.

Pupil Support Duties:

- To monitor and support the overall progress and development of pupils within the subject area;
- To evaluate the progress of pupils and keep up-to-date pupil records as required.

Teaching Duties:

- To undertake an appropriate programme of teaching in accordance with the duties of a member of teaching staff;
- To assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies in the curriculum area and subject area;
- To contribute to the subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings;
- To plan and prepare courses and lessons;
- To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in Academy and elsewhere;
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required;
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- To ensure a high-quality learning experience for pupils which meet internal and external quality standards - to aim to be an outstanding teacher;
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regards to punctuality, behaviour, standards of work and home learning;





- To undertake assessment of pupils as requested by external examination bodies, subject area and Academy procedures.

Other Duties:

- To undertake whole Academy duties;
- To engage actively in the Performance Management process;
- To continue personal development as agreed at appraisal;
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) and the Principal not mentioned in the above;
- To play a full part in the life of the Academy community, to support the distinctive aim and ethos of the Aspirations Academies Trust and to encourage staff and pupils to follow this example;
- To show a record of excellent attendance and punctuality;
- To adhere to the Academy's Dress Code.

General:

Employees will be expected to comply with any reasonable request from any manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the AAT.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.





Equal Opportunities

The post holder will be expected to carry out all duties in the context of and in compliance with the academy's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

Banbury Academy Day Nursery

Applicants may be interested to know that we have a full-time (51 weeks per year, 8.00am – 5.30pm) Day Nursery for infants (6 months) to pre-school children on campus. Availability of places and rates of fees can be obtained from Mrs Brooker, Nursery Manager (Tel. 01295 256400).

How to Apply

1. Complete the application form
2. Submit a handwritten letter (please scan and send a PDF) of no more than 2 sides of A4 detailing:
 - a) Why you would like to work for the AAT at Banbury Campus
 - b) How you would develop literacy across the campus)

Please send the documents by email (Gweber@banbury-aspirations.org).

Closing date for applications is noon Friday 13th October 2017.

Our recruitment process consists of:

- a) Candidates will sit a higher paper (or section of) in the relevant subject
- b) A full 1 hour lesson observation

If candidates are successful in the two components above they will be invited to a formal interview of between 30 and 45 minutes.

We will meet agreed interview expenses of those invited to interview unless they withdraw unreasonably.



Specialist Teacher of English (with responsibility for literacy and KS2/3 transition)

Person Specification

Assessed by application (A) Assessed by the recruitment process (R)

Criteria	
Knowledge and Qualifications	
Degree or equivalent	A
Qualified Teacher Status specialising in the teaching of English	A
A record of recent high quality continuing professional development	A
Professional Experience	
Recent evidence of making a significant contribution in faculty improvement	A,R
Proven track record of outstanding classroom practice with pupils obtaining excellent value-added results and GCSE / A level grades	A,R
Proven ability to work with external stakeholders in bringing education and the workplace together	A,R
Track record of proven extra-curricular support for pupils	A,R
The ability to manage the setting of and support for achievement of challenging targets for pupils	A,R
Ability to implement and maintain appropriate record keeping systems	A,R
Teaching and Learning	
Thorough knowledge of current curriculum developments in English	A,R
Ability to communicate effectively with different audiences, orally and in writing	A,R
Excellent ICT skills	A,R
Excellent understanding of how children learn and how to raise standards of achievement	A,R
Ability to interpret and act on a wide range of key data	A,R
Excellent organisational skills	A,R



Criteria	
Thorough understanding of strategies that can be employed to support the continuing professional development of colleagues	A,R
Disposition/Attitude	
Can rapidly build and sustain professional and positive relationships with young people	R
A passion for education and making a difference	A,R
Vision and the ability to implement it	A,R
The ability to command respect from colleagues, parents, governors and the local community	A,R
Excellent attendance and punctuality record	A,R
Honesty, integrity, energy, enthusiasm, commitment and a good sense of humour	R
Prepared to listen to others and share ideas	R
Work well under pressure and can meet strict deadlines	R
Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies	A,R
An Aspirations Academy	
Display a commitment to, and support for, the aims of the Aspirations Academies Trust in all its Academies	R
Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement	R

