



CANDIDATE INFORMATION BROCHURE



Winton Community
Academy
To make our best better



Academies
Enterprise Trust
To make our best better

To inspire young people to make their best better



Thank you for taking the time to apply for the Second in English role at Winton Community Academy.

Winton Community Academy is part of Academies Enterprise Trust national network of 64 primary, special and secondary academies. .

Academies Enterprise Trust firmly believes that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Winton Community Academy has an exciting future and this appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours faithfully

The Talent Team

Winton has many strengths and people who visit are always impressed with our outstanding students, excellent facilities and calm purposeful learning environment.

Winton aims to provide an outstanding education for all of the local children. What we want is an outstanding Andover education system for Andover children. The vision needs to be that all three phases of education in Andover are all excellent. Winton is very much at the centre of this vision.

Our priority is ensuring there is good teaching and learning in every classroom every day. The most important part of any school is the quality of the teaching. When walking around the corridors at Winton you will see students engaged in their learning, being challenged to think. The expectation is to have a positive mind set, an 'I can...' attitude to their learning. Rather than thinking 'I can't do this' students are encouraged to think 'I can't do this...yet'. Classrooms are positive because of the positive relationships between students and teaching staff. Expectations are high, with regular and meaningful homework and innovative and engaging classwork which embraces new ideas and new technologies. There is an enormous amount of engaging and inspiring teaching across the academy and I am inspired on a daily basis by what I see in classrooms. Winton also has an excellent pastoral care and support system. Both work together to ensure academic excellence can be achieved at the same time as excellent pastoral care.

Winton is very proud of its students, the student prefect team have a key role in driving forward innovative change. Our extra curricular programme is exceptional and gives incredible opportunities across a wide range of subjects. All students are encouraged to explore the possibilities for study at college and university. I am very proud that Winton is a happy place where students and teachers enjoy working together.

[Link](#) to access senior team structure.

[Link](#) to access teaching teams.

[Link](#) to access Ofsted report.

[Link](#) to access our results.

Quotes

“The Principal, supported well by senior leaders, has created a strong and aspirational culture, which has led the academy’s recovery with notable determination and assurance. The inadequacies found at the last inspection have largely been addressed” – Ofsted, January 2016

“Pupils are proud of their academy. Bullying is rare and dealt with well when it occurs. Pupils are adamant that they are well cared for, and feel safe and secure at the academy” – Ofsted, January 2016

“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school” – January 2017

Location

Andover is an old market town steeped in history, in the Test Valley area of Hampshire. The town is on the River Anton and has a large and growing population and is surrounded by picturesque villages all within easy reach of the Academy.

The town has excellent road and rail links and is just over one hour to London by train. There are excellent road links to the nearby towns of Basingstoke, Winchester Salisbury and Newbury. The A303 is close by and offers access to the West country passing by Stonehenge some 15 minutes drive from Andover.

Mr N Thomas
Headteacher

Job Description

SALARY SCALE: MPR/UPR + TLR
REPORTING TO: HEAD OF ENGLISH
DEPARTMENT: ENGLISH

The post of 2i/c English at Winton Community Academy is a key role in the shaping of the future of the Academy.

You are required to carry out the duties of a School Teacher as defined in the Academy's Pay and Conditions document.

As the 2i/c of a department you are required to undertake the following responsibilities:

- Have high expectations and aspirations of students and staff.
- Have an up-to-date knowledge of subject, national developments, pedagogy, classroom management, and research and inspection findings.
- To meet statutory requirements and be committed to your own professional development.

1. Support the Head of English:

- To develop a shared understanding of pedagogy within the learning area and in partnership with other heads of department across the school.
- To form the strategic direction and development of the learning area, including any whole-academy dimension;
- To create and implement a strategic Development Plan in English.
- Complete subject information files and department policies and mapping of cross-curricular aspects and ensure these are available to all stakeholders.
- To have responsibility for the maximum utilisation of ICT resource to the benefit of all students within the learning area.
- To ensure high quality regular inset for all staff in the learning area.
- To support the development and understanding of Literacy
- To ensure all planning and marking is completed in your learning area.
- To provide clear leadership based on an awareness and understanding of current subject developments and the requirements of the National Curriculum.
- and in conjunction with your line manager.
- To ensure value for money and effective deployment of staffing and resources and in conjunction with your line manager.
- To keep records of professional development meetings and interviews with staff.
- To co-ordinate the regular reviewing and amendment to Schemes of Work, i.e. appropriate 'Teaching and Learning' strategies.
- To research and develop high quality 'Teaching and Learning' resources to support development and students learning.
- To provide educational enhancement as required, i.e. booster classes, trips.
- To promote high quality 'Teaching and Learning' by working alongside staff and coaching them to enable them to develop these professionally.
- To organise high quality in-service curriculum area training to meet individual needs and aspirations.
- To develop, monitor and review the effectiveness and quality of 'Teaching and Learning' within the curriculum area by:

- team teaching, paired lesson observation, research and experimentation.

- excellent personal practice that other staff can observe.

- the professional development of the team.

- looking at staff planning and record books regularly.

- analysing students' work on a regular basis.

- developing the pedagogy and methodology by which the curriculum is delivered.

- ensuring marking and homework setting is done to learning area policy and standards.

- To ensure that students and staff meet deadlines re coursework and grades for assessments.
- Responsibility for the delivery of high quality preparation of examination materials for students.
- To ensure that all staff and students are safe in your area.

- To create an ambience conducive to learning.

2. Operational/Strategic Planning

- To work with colleagues across the learning area to ensure that there is a consistency in the quality of teaching and learning.
- To organise preparation, assessments and planning time for all staff and keep clear records.
- To represent/promote the learning area at meetings/ parents' evenings/other events.
- To meet regularly with the Head of Department to review the effectiveness of the learning area.

3. Attainment and Progress

- To oversee the production, review and development of curriculum area frameworks for learning which incorporate all the statutory requirements of the National Curriculum.
- To work with admin support to set students' targets and analyse test and examination statistics by sets and against external data and other schools' county and national statistics.
- To work with admin support to ensure the quality of data published to parents and high quality informative reports.

4. Behaviour and Safety

To ensure that accommodation and resources are appropriately maintained.

- To provide Risk Assessments to ensure the safety of staff and students where appropriate
- To adhere to all elements of the Health and Safety and Safeguarding Policies.
- To ensure that the spaces for learning given to your care are attractive and well kept. To devise strategies to ensure that the students work is well displayed and the area kept clear of litter.

5. An MPR/UPR teacher is responsible for:

Their own professional development:

- Keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with the Vice Principal i/c Curriculum.
- Evaluating their own teaching critically and use this to improve their effectiveness.
- Building up a thorough understanding of their professional responsibilities in relation to academy policies and practices.
- Setting a good example to the students they teach in their presentation and their personal conduct.
- Participating in Performance Management arrangements.

Teaching and Managing Student Learning

- Identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Setting appropriate and demanding expectations for students' learning and motivation.
- Setting clear targets for students' learning, building on prior attainment and considering each student as an individual
- Identify students who have special educational needs, and ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Using teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Setting high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Ensuring that students are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria.
- Liaising effectively with support staff working within the learning area.
- Providing extra-curricular activities to extend and challenge students for at least two after school sessions per week each of forty-five minutes.

Monitoring and Assessing Student Progress:

- Marking and monitoring students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
- Assessing how well learning objectives have been achieved and use this assessment for future teaching.
- Maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for students taught, including members of the tutor group.
- Producing and analysing teaching group examination predictions and results as requested by the Head of Department and the AVP Teaching and Learning.
- Participating in departmental discussions of student targets and progress and of the development of strategies to meet departmental target.
- Overseeing the pastoral needs of all students taught and passing on any concerns to the appropriate member of staff.
- Contribute to the preparation of Action Plans and progress files and other reports
- Mentoring and negotiating individual targets for mentees.

Resources within the Department:

- Selecting and making good use of learning resources to enable teaching objectives to be met.
- Ensuring that stock and equipment is well cared for and economically used.
- Ensuring that departmental rooms present a stimulating and tidy environment.
- Implementing the academy health and safety policy.

Communication with Parents:

- Attending any appropriate meetings with parents.
- Providing informative reports to parents.
- Raising, in consultation with the Head of House, particular concerns regarding mentees with parents.

Internal Communication:

- Representing the views and interests of the learning area to the Head of Department.
- Providing information required by HODs, HOH, SENCO.
- Actively participating in learning area meetings.

Staff Absence:

- Ensuring that appropriate work has been set and that the resources required are available.
- Supporting supply staff who are working within the learning area.

Specific Task & Responsibilities:

- Undertake the duties of a mentor or coach as determined by the Principal.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

Qualification and Experience

Essential

- Degree and Teaching Qualification
- ☐ Enhanced CRB
- ☐ On-going CPD portfolio
- ☐ At least 1 years' teaching experience in a Secondary School
- ☐ Evidence of successful experience of curriculum/subject development
- ☐ Experience of successfully managing student improvement

Desirable

- Experience of managing examination entry procedures

Knowledge, Skills and Abilities

Essential

- An experienced and strong classroom practitioner
- ☐ Understanding of the characteristics of high quality teaching and effective learning
- ☐ Evidence of successfully planning and implementing curriculum developments
- ☐ Knowledge of current whole school developments in education
- ☐ Evidence of leadership skills
- ☐ Proven ability to work helping improve classroom practice
- ☐ Ability to build and work with an effective team
- ☐ Excellent written, verbal and non-verbal communication skills
- ☐ Ability to work under pressure, meet tight deadlines and pay attention to detail
- ☐ High level of interpersonal skills with the ability to maintain a positive profile with pupils, staff and parents
- ☐ Good ICT skills

Desirable

- Evidence of having had a positive impact in performance management outcomes

Personal Attributes

Essential

- Patient and persistent
- ☐ Tactful, respectful and sensitive to the needs of others
- ☐ Enthusiastic with a positive and optimistic outlook
- ☐ Personal attributes: Positive, enthusiastic, tolerant, committed to excellence, respectful, enjoys hard work

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 64 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google for Education

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.



Academies Enterprise Trust, Safer Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.