



# CANDIDATE INFORMATION BROCHURE



**To inspire young people to make their best better**



October 2017

Dear Candidate

Thank you for taking the time to apply for the Teacher of Geography post at Maltings Academy.

Maltings Academy opened in September 2008 and is part of Academies Enterprise Trust, the largest nationwide, multi-academy sponsor in the country.

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.

Maltings Academy was graded as “Outstanding” by Ofsted in March 2015. “Students believe they can and will achieve and understand how to do so”. “They approach their learning with enthusiasm, confidence and determination”. Ofsted also said “students’ behaviour is excellent” and “teaching is highly effective”.

This is a great opportunity to work in an outstanding school.

Visits to the Academy are encouraged. To arrange a visit or for more information please contact Human Resources on 01376 512911 extension 1201 or [hr@maltingsacademy.org](mailto:hr@maltingsacademy.org)

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

Yours faithfully

The Talent Team

## **Job description**

**Job Title:** Teacher / Tutor

**Responsible to:** Director / Head of Subject

**Grade:** MPR/UPR

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### **Job Purpose**

To carry out the professional duties of a teacher in accordance with academy policies and under the direction of the Head of Academy, providing high quality teaching and pastoral care and delivering high standards of learning and achievement for all students

### **Safeguarding**

Our Academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Main Duties**

#### ***Curriculum / Teaching***

1. To prepare, teach and evaluate lessons in accordance with statutory requirements, aims and objectives, academy policies and departmental schemes of work.
2. To use a range of teaching and learning strategies and resources so that individual students have access to the curriculum.
3. To contribute to the teaching of cross curricular themes, skills and dimensions.
4. To set cover work when on leave of absence.
5. To take reasonable care of departmental resources and to account for any equipment used.

#### ***Students***

1. To support the academy policy on behaviour, discipline and student welfare in the classroom. To communicate problems of a pastoral nature to the form tutor in the first instance.
2. To ensure that students use equipment safely.
3. To display students' work and maintain a tidy, safe and stimulating working environment.
4. To liaise with the Director of Inclusion/SEND department and the form tutor over students with special educational needs and to modify teaching accordingly.
5. To ensure that targets outlined in a student's Personal Education Plan are pursued.
6. To liaise with and clarify the role of any support teacher allocated to the class.
7. To promote the use of the library.
8. To keep a record of student attendance at, and punctuality to, lessons and report any notable observations to the form tutor.
9. To ensure that homework is set and recorded in the student diary.

10. To set and maintain high standards of student work in the classroom
11. To undertake duties before academy, at break, on a rota basis.

### **Assessment**

1. To assess students' work in accordance with statutory requirements, and academy and department policies. To maintain a record of students' attainments. To use assessments to diagnose individual strengths and weaknesses and to plan subsequent teaching accordingly.
2. To write reports on students and attend meetings with parents.
3. To assist the Head of Subject/Faculty in setting and marking internal examinations.
4. To ensure that external examination requirements are satisfied.
5. To recommend individual students for particular examination courses.

### **Form Tutor**

*The main responsibilities of the Form Tutor are to:*

1. To offer care and support to students in all aspects of their academy life and in preparation for their adult life
2. To develop an understanding and knowledge of each student as an individual
3. To enable students to play an active role in all aspects of the tutorial and PSHE programme
4. To undertake administrative-related tasks

*The main responsibilities are to be fulfilled by:*

5. Completing attendance registers in tutorials
6. Filing of absence notes for reference by Heads of Year and the Attendance Co-ordinator
7. Recording and monitoring punctuality records, referring persistent lateness to Heads of Year
8. Attending assemblies with tutor groups
9. Guiding tutor groups to produce at least one assembly per year
10. Assisting with the teaching and evaluation of the academy's tutorial and PSHE programmes
11. Checking and signing homework diaries on a weekly basis and referring up any concerns
12. Monitoring the compilation of formative records for the National Record of Achievement;
13. Assisting students with Personal Statements and Individual Action Plans
14. Checking uniform and jewellery and referring up any problems
15. Preparing Form Representatives for representatives' meetings and supervising feedback
16. Keeping records of student progress, achievements and responsibilities
17. Attending pastoral meetings
18. Updating form notice boards and ensuring that the form room is left neat and tidy
19. Being available to discuss students' concerns with them
20. Referring up all pertinent information, particularly when required for reports or references
21. Encouraging students to participate in extra-curricular activities
22. Encouraging students to improve the quality of their work

**General**

1. To attend required meetings and training sessions
2. To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
3. To comply with individual responsibilities for health & safety in the workplace in accordance with the academies' Health & Safety Policies and Procedures
4. To ensure that all duties and services provided are in accordance with the academies' Equal Opportunities Policy
5. To maintain confidentiality in all academy related matters

**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 Head of Academy.
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

Criteria	Standard	Essential /Desirable
1. Specialist Knowledge & Qualifications	<ul style="list-style-type: none"> <li>Degree in a relevant discipline</li> <li>Qualified Teacher Status</li> <li>Teaching experience</li> <li>Evidence of continuing and recent professional development relevant to the post</li> <li>Knowledge of subject across all key stages</li> <li>ICT skills that reflect the impact of technology on today's classrooms</li> <li>Experience of dealing sensitively with pastoral issues</li> </ul>	E
	<ul style="list-style-type: none"> <li>Experience as a form tutor</li> </ul>	D
2. Organisation & Planning	<ul style="list-style-type: none"> <li>Experience of managing a heavy workload and conflicting priorities to deadlines</li> <li>Experience of planning lessons effectively, setting appropriate and challenging expectations for students' learning</li> </ul>	E
3. Problem Solving & Initiative	<ul style="list-style-type: none"> <li>Experience of resolving problems independently, using own initiative</li> <li>Experience of staying calm under pressure</li> </ul>	E
4. Communication	<ul style="list-style-type: none"> <li>Excellent communication skills with ability to use clear language to communicate information unambiguously</li> <li>Experience of marking and monitoring students' work, providing constructive oral and written feedback to students and parents</li> </ul>	E
5. People Skills & Customer Focus	<ul style="list-style-type: none"> <li>Experience of motivating and inspiring students</li> <li>Experience of building and maintaining effective relationships with others and negotiating effectively</li> <li>Experience of working effectively as part of a team</li> <li>Demonstrate a commitment to equality</li> </ul>	E

6. Flexibility & Adaptability	<input type="checkbox"/> Experience of adapting effectively to changing situations <input type="checkbox"/> Willing to work flexibly to meet business needs <input type="checkbox"/> Ability to contribute to extra-curricular activities	E
7. Safeguarding	<ul style="list-style-type: none"> <li>• Understanding of safeguarding / child protection procedures</li> </ul>	E
8. Other	<ul style="list-style-type: none"> <li>• Commitment to the academy's aims, ethos and vision</li> </ul>	E

## **Academies Enterprise Trust**

Academies Enterprise Trust is a network of 66 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 pupils 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 pupils.
- 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 Education**

Google 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!

Google in Education

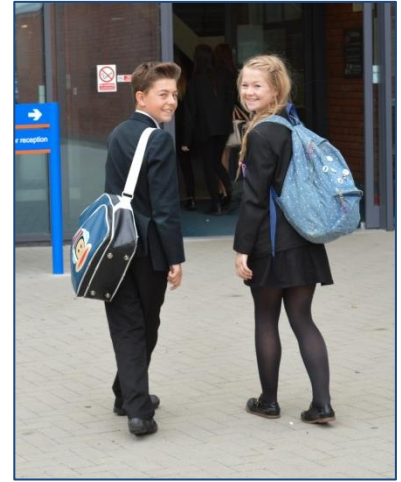


A New and Open World for Learning

## **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 - Safe 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 safeguarding 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 of your individual staff record.