

Director of Primary English

An exciting new position created to support The Shared Learning Trust's primary academies and those which we work with externally. The successful candidate will be responsible for the strategic lead and support of reading, writing and phonics across the primary academies ensuring that the teachers in each school have the knowledge and skills to deliver excellent learning opportunities in these areas. This is a school improvement role with no teaching commitment, which will provide opportunity for regular time in each academy to review and develop the curriculum and practice in these areas. The successful candidate will also assist with the delivery of externally commissioned training (in these subjects) and facilitate a trust group on HertsCam's Educator-led development programme.

The role of Director of Primary English will suit an outstanding practitioner with a proven track record of improving outcomes within reading, writing and phonics. You will work closely with all our Primary Curriculum Leaders for reading, writing and phonics, to drive up attainment and progress. The successful candidate will have good interpersonal skills, be able to collaborate with colleagues, flexibility and enjoy working as part of a team. You will build on existing good practice, strengthen partnerships, and ensure the primaries in our Trust are well supported to deliver an excellent education to all pupils

It's incredibly important to us here at The Shared Learning Trust that all our teachers feel valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of teachers that have joined us and been given excellent CPD and training that has been a catalyst in them securing promotions.

Visits are warmly welcomed.

The successful candidate will

- Qualified teacher status
- Degree
- Evidence of additional study/ qualifications e.g SLE / Masters
- At least four years teaching experience
- Experience and evidence of successful leading English; reading, writing and phonics at a whole-school level
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Sound knowledge of the EYFS new framework and National Curriculum
- Understanding of what an outstanding curriculum looks like and evidence of designing an effective curriculum
- Ability to plan and consistently deliver strong, inspiring lessons
- Data analysis skills, and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships
- Ability to influence and negotiate
- Good IT skills
- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

Job Specifics

Start date	January 2022
Salary	L1 to L4 £42,195-£45,434 (depending on experience and previous success)
Job Role	Permanent, full-time

Recruitment Timeline

3 rd September 2021	Position is advertised
12pm Friday 24th Sept 2021	Closing date for applications
27 th Sept 2021	Shortlisting and contact with candidates - references will be requested
30 th Sept 2021	Interviews*

*The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on <https://www.thesharedlearningtrust.org.uk/current-vacancies5/845.html>

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please contact HR Recruitment, Jay Powell on 01582 211226 or j.powell@thesharedlearningtrust.org.uk

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

Safeguarding

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department for Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

Welcome to The Shared Learning Trust

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 4,000 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.



Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

Cathy Barr, CEO

We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for education and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right person helps us to achieve the goals we set for our children. We are always keen to hear from candidates who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to clearly articulate our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who

- are excited by their role and by the prospect of working with young people, even those who are less motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy



Rebekah Howe

'Mrs Howe' by Evie, Year 1

As a team, we pride ourselves on providing good quality support and education. Our Primary Academies are going through an exciting period of development to accommodate our ever increasing new community.

Teachers and leaders are well supported through performance management and external and internal CPD. Aspiring leaders, middle and senior, have access to nationally accredited qualifications such as NAML and Senior Leader programmes. We work closely in partnership with the Luton and Central Bedfordshire Authority to provide opportunities for individuals to be recognised as Subject Leaders in Education and Local Leaders in Education.

All of our Primary Academies work in close partnership, and this partnership provides a wealth of opportunity for moderation, joint CPD and professional working.

In joining The Shared Learning Trust, you would be joining a supportive staff team who place the children's needs at the center of everything they do.

I look forward to meeting with you.

With kind regards,

Bex Howe

**Executive Principal/ Director of Primary Education/ Local Leader of Education
The Shared Learning Trust**



About The Shared Learning Trust

- The Vale Academy, Dunstable 2-11
- The Rushmere Park Academy, Leighton Buzzard 4-9
- The Linden Academy, Luton 4-11
- The Chalk Hills Academy, Luton 11-18
- The Stockwood Park Academy, Luton 11-18

We also offer a fantastic **Sixth Form** provision for students aged between 16-19, and this is based at both The Stockwood and The Chalk Hills Academy. Including in our Sixth Form provision is our **Football Academy Pathway** and brand-new **Cricket Academy Pathway**.

Our Academies are supported in their work by our **Teaching Trust**. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

Vision & Values 'Strive, Achieve, Believe'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

Strive we will,

- provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.
- continue to work together to **share** innovative practice and to provide a wealth of opportunities for all pupils and staff
- have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets.
- focus on the development of all of our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

Achieve we will,

- aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative.
- share strong Trust approaches to our key issues, for example, teaching, assessment, attendance and curriculum development.
- offer an interesting yet challenging curriculum in each of our academies.
- by our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all.
- continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence.
- place emphasis on collaboration with partners *outside of our Trust* to maximise opportunities for all **in** our Trust.

Believe, we will,

- enable all of our learners to develop and flourish, through close working and regular communication with our families and local community,
- care for our families beyond the school day, supporting the development of high self-esteem and belief.
- ensure that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- promote can-do attitudes and resilience across the Trust that develop belief and high expectation.

CPD and Training – We invest in you!

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is based at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

Job Description

Post:	Director of Primary English
Responsible to:	Director of Primary Education
Salary:	L1 to L4 £42,195-£45,434 (depending on experience and previous success)
Hours:	Permanent, full-time

JOB PURPOSE

This is an exciting new position created to support The Shared Learning Trust's primary academies and those which we work with externally. The successful candidate will be responsible for the strategic lead and support reading, writing and phonics across the primary academies ensuring that the teachers in each school have the knowledge and skills to deliver excellent learning opportunities in these areas. This is a school improvement role with no teaching commitment, which will provide opportunity for regular time in each academy to review and develop the curriculum and practice in these areas. The successful candidate will also assist with the delivery of externally commissioned training (in these subjects) and facilitate a trust group on HertsCam's Educator-led development programme

Main Duties and Responsibilities

- Leading reading, writing and phonics across the primary academies
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Sound knowledge of the EYFS new framework and National Curriculum
- Understanding of what an outstanding curriculum looks like and evidence of designing an effective curriculum
- Ability to plan and consistently deliver strong, inspiring lessons
- Data analysis skills, and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships
- Ability to influence and negotiate
- Good IT skills
- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

The above lists are by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Director of Primary Education to undertake any other duties commensurate with this role.

PERSON SPECIFICATION

Candidates will be assessed on the following:

QUALIFICATIONS

- Qualified teacher status
- Degree
- Evidence of additional study/ qualifications e.g SLE

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- At least Four years teaching experience
- Experience and evidence of successful leading English: reading, writing and phonics at a whole-school level

TEACHING

- An outstanding classroom practitioner and a strong understanding of how children learn
- Has strategies for raising standards in Primary Education
- Proven track record of above average progress regarding KS1 & KS2
- The ability to engage enthuse and motivate pupils
- Experience of the use of ICT to enhance the teaching and learning process

ASSESSMENT

- Can devise and use monitoring strategies to inform intervention and lead to positive learning outcomes.
- Evidence of improved pupil outcomes

PLANNING

- The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all pupils
- The ability to set consistently high expectations for all students through class work and homework
- Monitoring the quality assurance procedures to ensure that learning and teaching are at least good across the department, and if not, ensure active mentorships and plans are in place to address underperformance
- Have a good sense of humour
- Has successfully led a team
- Has resilience and the ability to problem solve
- Shows awareness of whole school issues
- Has the ability to translate vision into practice
- Has the ability to lead the development of new ways of thinking about learning and teaching
- Evidence of extended curriculum opportunities

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.