



RECRUITMENT PACK

DEAR APPLICANT,

Thank you for your interest in Ossett Academy and Sixth Form College. We hope that the information contained within this pack will help you decide if you have the right qualities, skills and experience to apply for our vacancy.

The academy has gained a reputation for excellence that is best evidenced in the outcomes that students achieve across all aspects of academy life. Our strong tradition of success is built on a firm foundation of personalised pastoral care, ensuring a climate for learning that is calm, well ordered and secure. We recognise the hard work and efforts of students in their lessons and their learning.

Academic success is only one part of our story. At Ossett Academy we have an excellent track record of high levels of student achievement in the context of a broad and balanced curriculum. Here at Ossett we offer and actively encourage our students to engage in a wide range of enrichment activities, from creative writing workshops to becoming sports leaders, there really is an explosion of opportunity at the academy.

Whilst supporting our students to be the very best learners is our primary focus, the development of our community is also an extremely important feature of our work. It is Ossett Academy's key priority to ensure that we have very positive relationships with parents and carers in order to fully support the learning of all young people.

We understand that partnership and collaboration is an important aspect to the on-going development of schools and academies and with this in mind, we continue to play a key role alongside our primary pyramid as a member of the Education Ossett Community Trust (EOCT), striving to provide world-class opportunities for the community of Ossett, and supporting young people aged 3 to 18 to develop a lifelong passion for learning, across a range of experiences.

To further formalise our partnerships and collaborative work with other schools, we work alongside Horbury Academy, Horbury Primary Academy and Middlestown Primary Academy as part of the Accord Multi Academy Trust. This remains an exciting development for the Academy and the vision of our partnership is that the Accord Multi Academy Trust will enhance both our practice and knowledge of learning across primary and secondary education, whilst also providing access for students and staff to an even better range of opportunities in order to achieve excellence.

I am extremely proud to lead Ossett Academy and to work alongside such a talented body of students and staff, who are fully committed to working as a team. If you feel that you have the vision, drive and energy to support and contribute to the Academy's further continued improvement, then we would like to hear from you.



Samantha Broome
Principal



AIMS OF THE ACADEMY

To be a dynamic learning community that promotes enjoyment, opportunities and friendship.

To promote excellence by inspiring students to realise their full potential, achieve high standards and have the courage to accept new challenges.

To maintain a safe, caring and healthy environment for all which creates hopes, dreams and aspirations.

To develop life-long learners with the skills and determination to succeed in an ever changing technological world.

To develop self-awareness and tolerance towards others with different cultures and beliefs.

To create responsible members of a local, national and international community who promote equality and respect and understand the value of our environment and its future.

CONTEXTUAL INFORMATION

Ossett Academy is a mixed 11 – 19 secondary academy; with the Accord Sixth Form provision based on Ossett Academy's site.

- The Academy & Sixth Form College are situated on the outskirts of Wakefield just off the M1 junction 40 in the town of Ossett.
- The site is multi-faceted with a mixture of old and new buildings; the original Grammar School listed building from 1906 remains at the heart of the academy.
- The Academy remained judged as Good following Ofsted's most recent inspection in January 2018.
- The Academy is much larger than the average-sized secondary and is heavily oversubscribed, with 1,700 students on roll (including Sixth Form).
- The proportion of students supported through Pupil Premium is below the national average.
- The proportion of students with special educational needs and/or disabilities is broadly in line with the national average
- The academy offers a wealth of extra-curricular activities; from sport to music, the performing arts and visual arts, as well as a number of annual successful educational visits across all key stages.
- Prospective students and parents/carers are invited to attend the annual academy Open Evening; and a number of other showcase events and activities take place throughout the year to enable the academy to share our student's progress and talent.



OSSETT ACADEMY'S

STRATEGIC PLAN FOR SUCCESS

'Securing success for our students, our community and our academy'

SUCCESSFUL STUDENTS ARE:

- Caring, courageous and courteous
- Resilient
- Engaged
- Independent
- Aspirational
- Responsible
- Believers in their own abilities and potential.

SUCCESSFUL STAFF ARE:

- Setters of the highest standards
- Consistent appliers of the highest standards
- Inclusive
- Collaborative
- Experts in their own areas
- Empowered learners
- Resilient

SUCCESSFUL LEADERS ARE:

- Aspirational
- Inspirational
- Positive
- Principled
- Purposeful
- Relentlessly in pursuit of success for all
- Challengers
- Supporters
- Resilient

Strategic Plan Ossett Academy

2018/19

KEY PRIORITY 1:	KEY PRIORITY 2:	KEY PRIORITY 3:	KEY PRIORITY 4:	KEY PRIORITY 5:	KEY PRIORITY 6:
<p><i>'Leading Success'</i></p> <p>Leadership at all levels demonstrates a relentless focus on securing the best possible outcomes for young people across the Trust.</p> <p>Focusing upon...</p> <p>Further developing the expectations of academy leaders through improved line management procedures to ensure clear lines of support and accountability are in place at all levels.</p> <p>Increasing the visibility of all leaders in the academy around lessons and learning with a particular focus on SLT presence.</p> <p>Ensuring all leaders are instrumental in improving and developing their curriculum so it best supports progress.</p> <p>Ensuring that all leaders are instrumental in improving and developing pedagogy and practice within their curriculum teams so all teaching is effective.</p> <p>Ensuring that all leaders and aspiring leaders across the academy access a personalised CPD programme that will support their development needs.</p>	<p><i>'Securing Success'</i></p> <p>Teaching, learning and assessment are all highly developed across all subjects leading to at least good progress for all young people across all key stages.</p> <p>Focusing upon...</p> <p>Ensuring that the 5 key priorities for teaching and learning are further developed and embedded into every day classroom practice.</p> <p>Creating engaging learning spaces to support and enhance learning.</p> <p>Ensuring that all teachers are supported to understand how to implement interventions at wave 1 and 2 to reduce the need for interventions at wave 3.</p> <p>Establishing a culture where apathy and low levels of effort in lessons are consistently challenged by teachers.</p>	<p><i>'Developing Success'</i></p> <p>All colleagues are supported to develop their teaching pedagogy and leadership practice through continuous and collaborative high quality professional development and partnerships.</p> <p>Focusing upon...</p> <p>Ensuring that CPD provides all teachers and leaders with a personalised programme of development that best supports their needs and career stage.</p> <p>Ensuring that the five key areas of securing success are fully embedded into all classroom practice with all non-negotiables evident in every classroom, every day.</p> <p>Ensuring that where teaching is not yet meeting academy expectations teachers have access to appropriate targeted and timely support.</p>	<p><i>'Standards for Success'</i></p> <p>All young people and staff maintain the highest possible expectations and standards across all aspects of academy life.</p> <p>Focusing upon... Ensuring consistently high standards of behaviour in lessons and around the academy, in line with the academy's standards for success agenda.</p> <p>Raising attendance levels of a minority of students with a particular focus on key groups and year groups with historic attendance that is below academy and national expectation.</p> <p>Reducing the number of students who are persistently absent through a bespoke programme of support.</p> <p>Reducing further, the number of students who receive a fixed term exclusion/permanent exclusion with a particular focus on key groups of students.</p> <p>Ensuring the academy's programme of positive recognition continues to recognise all students who go 'above and beyond' in academy life but does not act to diminish the motivation of students.</p>	<p><i>'Supporting Success'</i></p> <p>All young people are supported to succeed through a curriculum that is rich with targeted academic and pastoral support along with a wide range of extra-curricular opportunities. Focusing upon...</p> <p>Highly effective pastoral and academic interventions that are personalised and support differing student needs.</p> <p>Further developing opportunities for the academy to engage parents positively.</p> <p>Supporting students to develop spiritually, morally, socially and culturally through effective all round learning experiences.</p> <p>Encouraging and effectively monitoring students' participation in a range of enrichment and extra-curricular opportunities with a particular focus on student with SEND and those who are disadvantaged.</p> <p>Developing an academy wide response to bullying that is a student led, student centred approach.</p> <p>To develop further student leaders and ambassadors to enable students to have a stronger voice in shaping provision at the academy.</p>	<p><i>'Achieving Success'</i></p> <p>All young people across all key stages secure at least good outcomes in relation to starting points.</p> <p>Focusing upon...</p> <p>A continued rise in outcomes for key groups of students including disadvantaged, boys and SEND students without EHCP.</p> <p>Continuing to minimise the variability in outcomes and progress across different subjects.</p> <p>Improving outcomes and progress in English at GCSE to ensure that both are in line with those achieved in Mathematics.</p> <p>Continuing to enhance the provision at post 16 resulting in improved outcomes and progress for students ensuring that variability across subjects is minimised.</p>

*“Year 6 students, soon to be
Ossett year 7 students, should
look forward to coming up
and immediately feeling part
of the Ossett family.”*

LYDIA JACKSON
STUDENT



ACADEMIC EXCELLENCE

Ossett Academy is a dynamic community that promotes enjoyment in learning and extensive opportunities for young people in a warm and friendly environment. Our students consistently achieve strong results at both GCSE and A Level. When compared with other schools, we are consistently performing amongst the highest in the country on a number of measures, a fact that we are incredibly proud of. This academic excellence does not happen by accident; it is as a result of the highest expectations of all our students and staff. We work in partnership with students and parents/carers to ensure the very best academic achievements for all our students. We encourage students to have a love for learning. We believe we provide students with the right skills, aptitudes and an appetite for learning that will last for a lifetime.

*“A real strength here
is the breadth of
opportunities and
experiences that we
offer to students.”*

MICHAELA SILL
ASSISTANT PRINCIPAL



ACADEMIC RESULTS

Our students begin studying Key Stage 4 (KS4) from Year 9. The curriculum at Key Stage 4 aims to maximise opportunities for success and personalisation. There are a number of routes or Pathways possible and these offer a range of accredited qualifications at Entry Level, GCSE and BTEC.

Our students also have the opportunity to progress onto the Accord Sixth Form; a dedicated sixth form building on site at the Academy. The sixth form offers a range of A Levels and BTECs with dedicated staff and practitioners to support our students to achieve the best that they can be.



GCSE Headline Measures	2016/2017	2017/2018	A Level	2017	2018
4+ in English and Maths	77%	75%	A* - E A level & equivalent	100%	99.2%
5+ in English and Maths	60%	57%	A* - B A level & equivalent	44.72%	40.6%
English Baccalaureate	21.21%	30%	Average Academic A Level Grade	C	C+
Attainment 8	51.59		Average Vocational Grade	Dist*	Dist*

ADVERT

Teacher of English

MPR / UPR

To September 2019

Ossett Academy & Sixth Form College are looking to appoint an inspiring and dedicated Teacher of English. The English department at the Academy is an outstanding team of professionals who achieve excellent results. We value challenge, active participation and motivation. This is a real opportunity to join an exciting team that is forward thinking and high achieving. The successful applicant will be enthusiastic and innovative, with vision and energy.

Here at Ossett we strive to create an environment where students enjoy learning and are given the opportunity to stretch themselves both academically and also through a wide range of other extra-curricular activities. Our success is founded on traditional values set in a warm, friendly environment.

If you would like further information regarding the role or to arrange a visit to the Academy please contact the HR department on 01924 232820.

The application form is available at www.ossettacademy.co.uk

Please return completed application forms to the HR Department at Ossett Academy & Sixth Form College either by post or email to hr@ossettacademy.co.uk

Closing date for applications is **Friday 18 January 2019.**

Interviews are expected to be held week commencing 21 January 2019 or 28 January 2019.

Ossett Academy and Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an Enhanced Disclosure and Barring Service check.

DEPARTMENT INFORMATION

English Department

This is an exciting time to join the English Department at Ossett and contribute to a forward thinking, high-achieving team. We are an Academy where learning is innovative and all staff work collaboratively. There has been a significant rise in all outcomes for students and we are confident of sustained outstanding performance in everything our students do.

At all times students are encouraged to be active participants in their learning with a focus that encourages learners to be challenged, actively involved and motivated. Another important facet is that teachers constantly share pedagogical practice in a range of innovative ways.

English has its own suite of rooms, but also shares some accommodation with the Mathematics team. Students are placed in broad ability groups in Y7-11. Due to flexible rooming we are able to have specialised withdrawal for intervention. Students with special educational needs receive sophisticated and targeted support either in class, by withdrawal or in small group interventions.

Our extra-curricular provision is exemplary and includes trips, creative writing groups, theatre productions and visiting authors. Our whole school commitment to making every child a reader and our involvement in the 'Accelerated Reading' scheme means that students reading ages are accurately tracked and shared with staff in other departments.

The department runs with a Head of English and two Deputy Heads of Department who take responsibility for management and strategy at KS3 and KS5 respectively. Line Management of the department is overseen by the Director of Language and Literacy, a member of the Senior Leadership Team and former Head of English at the Academy. This ensures a robust management structure within the department and fosters a collaborative atmosphere to ensure the best outcomes for students.

The wider English team consists of 13 teachers who have student achievement at the heart of everything they do. The Department is friendly, hard-working, innovative and focussed on maximising students' attainment and life chances. We are striving to consistently be the highest performing English Department in the area in every measure. All colleagues in the Department have responsibilities related to quality assurance procedures, year group focus, transition or extra-curricular activities.

J O B D E S C R I P T I O N

Job Title: Subject Teacher

Reporting to: Curriculum Team Leader / Head of Department

Purpose of Job:

Carry out the professional duties of a teacher in accordance with this job description, the Academy's Career Stage Expectations and the range of professional duties as set out in the School Teachers Pay & Conditions Document.

To deliver the national curriculum and raise attainment predominantly in your specialist subject(s) across the age and ability range of students and contribute to the curriculum and the development of the Academy.

Promote achievement of high standards through effective teaching and learning within your specialist subject(s) area, preparation, evaluation and action planning.

To undertake the role of form tutor, provide timely communications to students in form group and offer advice and guidance.

ACCOUNTABILITIES:

1. Teaching and Learning

- Provision of effective teaching of class groups and individuals so that teaching objectives are met, challenging lessons are provided and effective use of teaching time is made.
- Ensure appropriate teaching methods are used to keep students engaged, using a variety of teaching and learning styles, clear presentation and excellent use of resources.
- Adapt teaching and learning methods as appropriate to individuals or groups of students to ensure all students progress in their learning and their needs are met.
- Keep up to date with developments in the curriculum area and education in general.
- Continue to develop teaching methods and lesson plans to ensure they enshrine best practice and encompass the needs of all students.

2. Monitoring, Evaluation and Assessment

- Ensure that individual student progress is regularly assessed, recorded, reported and used to inform future teaching.
- Monitor student progress through the use of performance and benchmarked data to ensure that high standards of learning are achieved and maintained.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress to ensure that students know their current level of achievement and is expected in order to raise their level of achievement.

3. Relationships with colleagues, parents/carers and wider community links

- Maintain positive relationships with parents and carers.
- Liaise with Curriculum Leader/Head of Department and/or Learning Leader as appropriate.
- Attend Parents Evenings to keep parents informed of progress and contribute to accurate student reports.
- Establish effective working relationships with colleagues and other professionals.

4. Training & Development & Extra-Curricular Activities

- Set personal targets and take responsibility for own continuous professional development.
- Contribute to the broader life of the Academy by supporting curricular and extra-curricular events and activities.
- Contribute to the promotion of the curriculum area within the Academy and wider community to encourage students' interest in the subject.

GENERAL REQUIREMENTS:

All Academy staff are expected to:

- Support and contribute to the Academy's responsibility for safeguarding students
- Work towards and support the Academy vision and the current Academy objectives outlined in the Academy Strategic Plan
- Adhere to policies as set out by the Governing Body
- Maintain high professional standards of attendance, punctuality, appearance and conduct
- Foster positive and courteous relations with students, parents and colleagues
- Undertake other reasonable duties related to the job purpose required occasionally

REVIEW AND AMENDMENT:

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Ossett Academy & Sixth-Form College is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

Please find attached a copy of Ossett Academy's Career Stage Expectations.

Career Stage Expectations

STANDARD	M2	M3	M4	M5	M6
1. Set high expectations which inspire, motivate and challenge students <ul style="list-style-type: none"> 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. 	Ensure the Academy's aims are always upheld and positive attitudes and values are demonstrated consistently. Establish a safe and stimulating environment for all students and staff.				
2. Promote good progress and outcomes by students <ul style="list-style-type: none"> be accountable for students' attainment, progress and outcomes plan teaching to build on students' capabilities and prior knowledge 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. 	Working towards a 100%, but at least, a minimum of 60% of students (in a selected class/cohort/course) achieving in line with school/depart mental expectations e.g. FFT, LoP, ALPS.	Working towards a 100%, but at least, a minimum of 65% of students (in a selected class/cohort/course) achieving in line with school/depart mental expectations e.g. FFT, LoP, ALPS.	Working towards a 100%, but at least, a minimum of 70% of students (in a selected class/cohort/course) achieving in line with school/depart mental expectations e.g. FFT, LoP, ALPS.	Working towards a 100%, but at least, a minimum of 75% of students (in a selected class/cohort/course) achieving in line with school/depart mental expectations e.g. FFT, LoP, ALPS.	Working towards a 100%, but at least, a minimum of 80% of students (in a selected class/cohort/course) achieving in line with school/depart mental expectations e.g. FFT, LoP, ALPS. Some students will exceed targets set.
3. Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the 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 	Keep up to date with developments in subject areas. Promote literacy and numeracy within the subject area wherever possible.	Keep up to date and share developments in the relevant subject area with colleagues. Promote literacy and numeracy within the subject area and across the academy, wherever possible.			

4. Plan and teach well-structured lessons <ul style="list-style-type: none">• 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 an 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).	All lessons taught are satisfactory or better. All lessons are planned effectively using a range of techniques and strategies.	All lessons taught are satisfactory or better. At least 40% of lessons taught are good or better. All lessons are planned effectively using a range of techniques and strategies.	All lessons taught are satisfactory or better. At least 60% of lessons taught are good or better. All lessons are planned effectively using a range of techniques and strategies and the design of the curriculum within the relevant subject area is contributed to.	All lessons taught are satisfactory or better. 80% of lessons taught are good or better. All lessons are planned effectively using a range of techniques and strategies and the design of the curriculum within the relevant subject area is contributed to.
5. Adapt teaching to respond to the strengths and needs of all students <ul style="list-style-type: none">• 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 SEND;; those of high ability; those with EAL;; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Differentiation strategies are used as appropriate within lessons and learning is tailored to the needs of individuals and groups of pupils (FSM, G&T, EAL etc.). SMSC is demonstrated in lessons where appropriate.		Differentiation strategies are used as appropriate within lessons and are shared with the rest of the appropriate team. Learning is tailored to the needs of individuals and groups of pupils (FSM, G&T, EAL etc.). SMSC is demonstrated in lessons where appropriate.	

<p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • 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. 	<p>Students' work is continually assessed and Academy tracking systems are used. Academy tracking and assessment deadlines are met. Regular feedback is given to students, parents and colleagues to allow targets to be set. The assessment requirements for the relevant subject area are understood and adhered to.</p>	<p>Continually assess students' work and use Academy tracking systems. Academy tracking and assessment deadlines are met. Give regular feedback to students, parents and colleagues to allow targets to be set. Lead on internal moderation and standardisation of assessment with the relevant subject.</p>
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and 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. 	<p>Demonstrate consistently high expectations of behaviour, not just in the classroom, but across the Academy site. Uphold and support the departmental and Academy behaviour policies by playing an active role in carrying out sanctions when necessary.</p>	

8. Fulfil wider professional responsibilities <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • 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. 	Able, with support, to identify key professional development needs and respond to advice and feedback. Deploy support staff effectively. Communicate with parents when needed.	Take a proactive role in accessing relevant support and professional development from colleagues. Deploy support staff effectively. Communicate with parents when needed.	Take a proactive role in leading the professional development of colleagues, mentoring and coaching colleagues where and when appropriate. Deploy support staff effectively. Communicate with parents when needed. Keep up to date with Academy communications and respond quickly and efficiently to colleagues, when required.
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A colleague at any level of the above scale must meet all the following requirements:

Personal & 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 school, by:

- treating pupils, colleagues and other adults 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 pupils' 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 pupils' 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.

STANDARD	UPS 1	UPS 2	UPS 3	TLR 2	TLR 1
1. Set high expectations which inspire, motivate and challenge students <ul style="list-style-type: none">establish a safe and stimulating environment for students, rooted in mutual respectset goals that stretch and challenge students of all backgrounds, abilities and dispositionsdemonstrate consistently the positive attitudes, values and behaviour which are expected of students.	To contribute towards, promote and ensure the Academy aims and positive attitudes and values are upheld across the school. To provide a safe and stimulating environment for all staff and students.			To contribute towards, promote and ensure the Academy aims and positive attitudes and values are upheld across the school and within a team. To provide a safe and stimulating environment for all staff and students.	
2. Promote good progress and outcomes by students <ul style="list-style-type: none">be accountable for students’ attainment, progress and outcomesplan teaching to build on students' capabilities and prior knowledgeguide students to reflect on the progress they have made and their emerging needsdemonstrate knowledge and understanding of how students learn and how this impacts on teachingencourage students to take a responsible and conscientious attitude to their own work and study.	Working towards a 100%, but at least a minimum of 80% of students achieving in line with school/departmental expectations. Some students will exceed targets.				

<p>3. Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the 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 	<p>Lead on developments within the specified area e.g. subject, year group etc. Promote literacy and numeracy within the curriculum area wherever possible.</p>	<p>Lead, embed and monitor curriculum changes or other aspects of Academy leadership, within a team. Promote literacy and numeracy across the Academy wherever possible.</p>
<p>4. Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> • 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). 	<p>All lessons taught are good or better. All lessons are planned effectively using a range of techniques and strategies and the design of the curriculum within the relevant subject area is contributed to. Support colleagues, including trainee teachers, within the team to plan and deliver challenging, active and motivating lessons.</p>	<p>All lessons are planned effectively using a range of techniques and strategies and the design of the curriculum within the relevant subject area is contributed to.</p>
<p>5. Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none"> • 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. 	<p>Differentiation strategies are used as appropriate within lessons and are shared with the rest of the appropriate team. Learning is tailored to the needs of individuals and groups of pupils (FSM, G&T, EAL etc.). SMSC is demonstrated in lessons where appropriate.</p>	

<p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • 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. 	<p>Contribute to assessment techniques and lead on the use of data as a tool to improve student outcomes, particularly focussing on intervention, when appropriate. Academy tracking and assessment deadlines are met. Ensure colleagues are familiar with data systems and are confident in using them, when appropriate.</p>	<p>Manage the use of assessment techniques and lead on the use of and quality assurance of the use of data as a tool to improve student outcomes, particularly focussing on intervention, when appropriate. Academy tracking and assessment deadlines are met. Ensure colleagues are familiar with data systems and are confident in using them, when appropriate.</p>
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and 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. 	<p>Demonstrate consistently high expectations of behaviour, not just in the classroom, but across the Academy site. Develop, manage and contribute to the monitoring of departmental and Academy behaviour policies by playing an active role in carrying out sanctions when necessary. Support other members of staff with their behaviour management strategies.</p>	

<p>8. Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • 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. 	<p>Take a proactive role in leading the professional development of colleagues, mentoring and coaching colleagues where and when appropriate. This may be within the Academy or across the Trust, or appropriate establishments and groups. Ensure colleagues, across the Academy, are fully supported. Ensure support staff are deployed effectively. Work alongside outside agencies when appropriate. Communicate with parents when necessary. Keep up to date with Academy communications and respond quickly and efficiently to colleagues, when required.</p>
<p>A colleague at any level of the above scale must meet all the following requirements:</p> <p>Personal & Professional Conduct</p> <p>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.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils, colleagues and other adults 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 pupils' 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 pupils' 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. 	



APPLICATION PROCESS

Further details about the Academy can be found on our website via the link below:

www.ossettacademy.co.uk

Application forms can be found on the recruitment tab.

For further details regarding our vacancy or if you would like to arrange to look round the Academy please contact us on 01924 232820.

A letter will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within four weeks of the closing date please assume your application has been unsuccessful.



OSSETT ACADEMY

CREATING OPPORTUNITIES. ACHIEVING EXCELLENCE.

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