



CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better



Dear colleague

Welcome to the exciting opportunities offered by working at Maltings Academy.

I am delighted you are interested in joining my staff team, a highly ambitious, aspirational group of professionals who are raising standards and significantly improving the life chances of the young people of Witham.

Maltings is a very special learning community, filled with talented and creative staff, all of whom share my vision for excellence in teaching and learning. The last 5 years have seen a positive transformation in every aspect of our work and OFSTED confirmed us an 'Outstanding Academy' in every category in 2015.

With rapidly rising results, tailored career paths and opportunities to share best practice with our sister academy (New Rickstones Academy), this is exactly the right time to join the team! As a designated National support school we are fortunate to be able share our successes and learnings with other schools (as well as across our Trust).

It is a privilege to lead Maltings. I am passionate about my students and my staff. There is a shared sense of purpose and a vision for success which inspires me on a daily basis. If you are appointed, you will belong to a truly aspirational body of professionals who really care about our young people.

My offer to you is an open invitation to visit us on either of the dates advertised, which will allow you the opportunity to quickly recognise the special nature of Maltings, our sense of purpose and our ambitious drive for success.

With kindest regards

Emma Baker | Head of Academy



Welcome to Maltings Academy

Our aim is ‘to inspire young people to make their best better’.

We are proud to be a National Support School in Witham and we are:

- Rated an ‘Outstanding’ school in every area by Ofsted (March 2015).
- A National Leader Academy working with others schools to help them improve
- Above national average in English, Maths, Science, Music, Art, French and Photography
- Top 10 DFE academy for similar schools for the last four years
- A keen player in the Essex Excellence Teaching Partnership
- A partnership with our sister Academy – New Rickstones Academy .
- A leading school in our trust – Academies Enterprise Trust which has 64 schools in its school network.
- Award winning staff, Head of academy Emma Baker won “Essex headteacher of the year” in 2017, Several staff have won various teaching awards including the governing body
- Accelerated Reader Champion School

We are a school where the behaviour is outstanding and students try their very best in an environment where staff care for them. Our key objectives are:

1 – To maintain Outstanding in all areas of the Academy

To sustain our ethos of care within a culture of professional development in which all learners thrive. To ensure that our Ofsted grading remains as Outstanding and the Sixth Form judgement moves from Good to Outstanding.

2 – To attain Teaching School Status and National Leader in Education status to support other schools

The creation of a self–sustaining teaching school, sharing best practice and collaborating effectively with other schools/links.

3 – Raising Standards and Accelerating Progress

To give all students the opportunity and encouragement to reach their full potential by raising standards in all areas of learning, challenging students to progress and be fully inclusive. Ensuring we build on their confidence and aspirations.

4 – Growing the Sixth Form

To grow the student numbers in the Sixth Form to reach full capacity. This will enable a wider and more attractive curriculum to be offered to students from within the Witham catchment area and beyond and ensure students are on the right courses.

5 – To establish Maltings Academy as an integral part of the community

To integrate Maltings Academy within the community by working with selected voluntary and charitable groups as well as the public and private sectors to jointly enhance outcomes for the benefit of the community.

6 – Sustainability

To maintain into the future an outstanding school that is financially viable, attracts and retains the best teachers, staff and governors whilst ensuring that the fabric and fittings of the school are of the highest standards.

7 - Health and Safety

To provide a high level of safety and wellbeing and continually review and audit our performance to ensure our facilities are always an outstanding environment in which to study, work and visit.

What our staff say about the Academy

James Forbes, Vice Principal (Teacher of Art)



I joined the Academy as an Assistant Vice Principal which was a new role to me. I was understandably nervous coming into a new environment and taking on a leadership role that was new to me. However I was excited about the ethos at Maltings and soon found that the Academy was willing to invest in my professional development. The support I was given combined with the faith the leadership showed in me helped me to thrive. Not only that but the positive attitude of the staff, their supportive team culture and their willingness to explore new ideas makes Maltings an exciting place to teach.

All of this allowed me to progress to the role of Vice Principal and gain experiences across the curriculum and in a range of leadership roles. This has helped make me a better teacher and one that continues to love the job.

Georgia Flack, Lead Practitioner (Teacher of English)



I started at Maltings Academy in 2012 as an English Instructor and the following year I successfully completed the School Direct program. I was subsequently appointed as an NQT where I was given the opportunity to develop as Head of Key Stage Three. In 2015 I was appointed Second in English which allowed me to progress as a Middle Leader, with the school investing in me further by granting me access to a Middle Leadership course to help with this. Keen to further my passion for teaching and learning, I started my current role of Lead Practitioner in September 2017.

Maltings Academy has been a great place for my career to grow with a great network of support, no matter the level you are at in your career.

Paul Ambrose, Head of Year (Teacher of Business)



I joined the Academy in 2006 as a trainee teacher. In 2009 I become Head of Business showing the speed of progression available at the Academy for the right candidates. I worked as Head of Business until 2015 when I left the academy to further my career as a Deputy Head of Faculty. During my first spell at Maltings I was able to develop many skills and complete training course which allowed me to gain my promotion. In 2017 I returned as a Head of Year. This was a wonderful opportunity for me and I was very excited to return to a team with such a family feel. I am encouraged to develop new skills and a growth mindset to help further my career in education. I am loving being back in a friendly, familiar environment, with a supportive team and staff around to help. My new role provides me with the challenge I am looking for as I take another step towards my career goals and ambitions.

Richard Daby, Head of Careers (Teacher of Science)



I joined Maltings Academy in 2016 after having taught at my previous (and first) school for three years. I was extremely keen to continue developing my pedagogy and share practices I had already learnt. I soon realised I had moved to the right place to do this, as CPD and shared practice is ingrained in the Academy's ethos. I was quickly given opportunities to work with colleagues and deliver sessions on classroom practices that I had been implementing, something I was very keen to be involved with. This focus on developing outstanding teachers is also clearly visible from student's attitudes, as they are keen to learn and a pleasure to teach.

This year I was appointed as Head of Careers, yet again showing that the Academy was invested in my professional development. As this was a new role for me I was apprehensive about the various responsibilities this would entail, but the support from all members of staff has allowed me to thrive in this position. I look forward to continuing to work in such an engaging environment and with such fantastic people.

Career Progression Pathways at Maltings Academy

We believe in growing the very best teachers and leaders through:

- An outstanding 'Teaching school standard' professional development programme for staff at all stages of their career.
- A '3 in 3 years' leadership development programme for all interested high-quality staff. This promises staff a TLR responsibility, bursary support and mini-secondment at a partner AET Academy to grow our future leaders.
- Opportunities for continued leadership development during every year of your career.

A career progression pathway for a new member of staff joining Maltings Academy as an NQT or as an experienced member of staff may involve:

Year 1

- **Partnership with a lead teacher in your department** – for weekly mentor meetings with NQTs and peer coaching with more experienced staff adapting to their new school
- **Comprehensive CPD programme** – with initially weekly events to accelerate progress during your first term in your new school and a continuing programme of bespoke opportunities throughout the year
- **'Leadership at all Levels' opportunity** to lead on a subject specific focus e.g. as departmental Literacy Champion, Special Education Needs link, Numeracy Champion ...

Years 2 & 3 – Where the progress the teacher is achieving from students is good to outstanding.

- **Opportunity to take on increased leadership responsibility within your subject area** e.g. a project focussing on improving impact upon a specific student cohort (for a number of successful teachers a first TLR may have been secured by this point)
- **Invite to participate in one of our Academy wide CPD programmes** such as our Leading Outstanding Learning cross-school CPD experience
- **Invite to apply for one of our 'Stepping up to Senior Leadership' year-long secondments** to lead an Academy wide development priority
- **Opportunity to join a career development programme with one of our Academy partners** e.g. a collaboration across our AET regional network or a Future Leaders programme
- **Invite to engage in a short term secondment (ranging from upwards of one day) at an AET regional partner school or our sister Academy** at any phase to broaden your leadership experiences
- **Opportunity to apply to become a Specialist Leader in Education** within AET or LA partnership.

Our Community

Maltings Academy works closely with our partner New Rickstones Academy, local primary schools, sports clubs, companies and voluntary organisations to encourage students to play an active role in our community.

The student council nominates national and local charities for fundraising donations and organises non-uniform days to support them on a half-termly basis. We are also committed to being part of the Our Witham project which aims to give young people a voice and an opportunity to impact directly on their own town. This initiative is led by the Witham Town Team and incorporates the excellent #teamwitham events in school holidays.



JOB DESCRIPTION

Job Title:	Head of Subject
Responsible to:	Linked member of SLT (Senior Leadership Team)
Responsible for:	Subject Teachers and Intervention Tutors
Location:	Maltings Academy & New Rickstones Academy (The post is based at one academy but required to work across both as required)
Pay Grade:	MPR/UPR + TLR

Job Purpose

To lead, manage and develop the department, maximising student achievement and progress.

Safeguarding

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

Main Duties

Head of Subject

- 1.1 To be a member of the appropriate academy management structures/meetings, and take a corporate responsibility for the leadership of the academy.
- 1.2 To be accountable for operational and strategic planning:
 - To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
 - The day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
 - To monitor and follow up student progress
 - To implement academy policies and procedures
 - To formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy.
 - To lead and manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, the academy and department SEF and the aims and objectives of the academy

- 1.3 To ensure effective curriculum provision & development:
- To ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan/Academy Evaluation.
 - To be accountable for the development and delivery of subject throughout the academy.
 - To lead curriculum development for subject.
 - To keep up to date with national developments in the subject area and teaching practice and methodology.
 - To actively monitor and respond to curriculum development and initiatives at national, regional and local and academy level.
 - To liaise with the Exams Officer to maintain accreditation with the relevant examination and validating bodies.
- 1.4 To ensure effective curriculum provision & development:
- To identify staff development needs and design appropriate programmes to meet training needs.
 - To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Manager/relevant staff.
 - To arrange long term cover in liaison with the Cover Manager, following the Academy Long Term Supply Process
 - To promote teamwork and to motivate staff to ensure effective working relations.
 - To participate in the academy's training programmes as appropriate
- 1.5 To ensure the effective operation of quality control systems:
- To establish the process of the setting of targets within the department and to work towards their achievement.
 - To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
 - To contribute to the academy procedures for lesson observation.
 - To implement academy quality procedures and ensure adherence within the department.
 - To monitor and evaluate the curriculum area/department in line with agreed academy procedures including evaluation against quality standards and performance criteria.
 - To seek/implement modification and improvement where required.
 - To ensure that the department's quality procedures meet the requirements of Self Evaluation data and the Strategic Plan.
- 1.6 To ensure effective data management:
- To ensure the maintenance of accurate and up-to-date information concerning the department as required by the academy systems.
 - To make use of analysis and evaluate performance data provided.
 - To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
 - To produce reports within the quality assurance cycle for the department.

- To produce reports on examination performance, including the use of value-added data.
 - To manage the department's data collection.
 - To provide relevant information about the department's performance and development.
- 1.7 To ensure effective communications for the department
- To ensure effective communication/consultation as appropriate with parents
 - To liaise with the AET, partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
 - To positively represent the views and interests of the department.
- 1.8 To ensure effective marketing and liaison for the department:
- To contribute to the academy liaison and marketing activities, e.g. the collection of material for press releases.
 - To lead the development of effective subject links with partner academies and the community, attendance where necessary at liaison events in partner academies and the effective promotion of subjects at Open Days/Evenings and other events.
 - To actively promote the development of effective subject links with external agencies.
- 1.9 To ensure effective management of departmental resources:
- To manage space, money and equipment within the limits, guidelines and procedures
 - To act as a budget holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
 - To ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed.

Teaching

- 2.1 To undertake teaching in accordance with the appropriate professional standards.
- 2.2 To teach, students according to their educational needs, including the setting and marking of all class work and coursework carried out by students in the academy and elsewhere.
- 2.3 To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 2.4 To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.5 To ensure that ICT, literacy, numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students.
- 2.6 To undertake a designated programme of teaching.
- 2.7 To ensure a high quality learning experience for students that meet internal and external quality standards.
- 2.8 To prepare and update subject materials.
- 2.9 To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.10 To maintain discipline in accordance with the academy procedures,

and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

- 2.11 To undertake assessment of students as requested by external examination bodies, curriculum areas and academy procedures.
- 2.12 To mark, grade and give written/verbal and diagnostic feedback as required.
- 2.13 To liaise with Assistant Vice Principal (Inclusion) and the form tutor over student's with special educational needs and to modify teaching accordingly.

Form Tutor

- 3.1 To support students in all aspects of their academy life and prepare them for adult life
- 3.2 To develop an understanding and knowledge of each student as an individual
- 3.3 To enable students to play an active role in all aspects of the academy's tutorial and Life Skills programme
- 3.4 To undertake administrative tasks to ensure the smooth day-to-day running of the academy

Pastoral System

- 4.1 In conjunction with the Pastoral team, to monitor and support the overall progress and development of students within the department.
- 4.2 To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 4.3 To contribute to PSHE, citizenship and enterprise according to academy policy.
- 4.4 To ensure the academy's behaviour management systems are implemented in the area so that effective learning can take place.
- 4.5 To be familiar with the academy's Child Protection Policy and to report concerns to the Designated Safeguarding Officer.

Academy Duties

- 5.1 To undertake duties before academy and at break, on a rota basis.
- 5.2 To set cover work when on leave of absence.
- 5.3 To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.

Line Management

- 6.1 To line manage the team including recruitment; induction; training and development; 1-1 meetings, performance appraisals; absence management; performance and conduct - liaising with HR where required
- 6.2 To communicate relevant academy procedures to team and ensure that they are adhered to

Health and Safety

- 7.1 To ensure a safe and healthy environment is maintained within the departmental area, referring any areas of concern to the Facilities Team.
- 7.2 To complete risk assessments and any other necessary health and safety documentation for the department and team and ensure necessary information is communicated effectively within the team.

General

- 8.1 To attend required meetings and training sessions
- 8.2 To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- 8.3 To comply with individual responsibilities for health & safety in the workplace in accordance with the academies' Health & Safety Policies and Procedures. This includes completion of health and safety training
- 8.4 To ensure that all duties and services provided are in accordance with the academies' Equal Opportunities Policy
- 8.5 To maintain confidentiality in all academy related matters
- 8.6 To undertake any other duties commensurate with the post, as directed by Line Manager

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: DIRECTOR OF SUBJECT

Criteria	Standard	Essential /Desirable
1.Qualifications, Specialist Knowledge & Experience	<ul style="list-style-type: none"> • Degree in a relevant discipline • Qualified Teacher Status • Significant teaching experience including KS5 • Evidence of continuing and recent professional development relevant to middle leadership • Experience of leading a department with successful outcomes in attainment and pupil progress • Advanced knowledge of National Curriculum requirements • ICT skills that reflect the impact of technology on today's classrooms 	E
	<ul style="list-style-type: none"> • Completion of Middle Management Training or other leadership qualification 	D
2. Organisation & Planning	<ul style="list-style-type: none"> • Experience of long term planning and resourcing the work of a department 	E
3. Problem Solving & Initiative	<ul style="list-style-type: none"> • Experience of developing effective strategies to raise attainment and improve progress across a department • Experience of managing change effectively 	E
4.Communication	<ul style="list-style-type: none"> • Experience of communicating effectively to a variety of audiences, both orally and in writing, with the ability to communicate logically, concisely and persuasively • Experience of delivering presentations and training sessions • Experience of writing reports 	E
5. People Skills	<ul style="list-style-type: none"> • Experience of leading, managing and developing a team • Experience of negotiating and influencing others • Experience of building and maintaining effective relationships • Demonstrate a commitment to equality 	E
6. Flexibility & Adaptability	<ul style="list-style-type: none"> • Ability to work across both academy sites and willing to work flexibly to meet academy needs 	E
7. Safeguarding	<ul style="list-style-type: none"> • Advanced understanding of safeguarding / child protection procedures 	E
8. Other	<ul style="list-style-type: none"> • Commitment to the academy's aims, ethos and vision 	E

	<ul style="list-style-type: none"> • Demonstrable commitment to own professional development 	
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Academies Enterprise Trust

Academies Enterprise Trust is a network of 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 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 to 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.