



CANDIDATE INFORMATION BROCHURE



**Millbrook
Academy**
To make our best better



**Academies
Enterprise Trust**
To make our best better

To inspire young people to make their best better



April 2016

Dear Candidate,

Thank you for taking the time to apply for the Teacher of English role at Millbrook Academy.

Millbrook Academy opened in January 2012 and is part of Academies Enterprise Trust, the largest nationwide, multi academy sponsor in the country.

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

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

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

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

Yours sincerely

The Recruitment Team

Millbrook Academy

Millbrook Academy is a co-educational, fully comprehensive academy. It is an 11-18 academy for 600 students with a Sixth Form of 90 students. There are over 40 teaching staff.

At Millbrook Academy, we want our students to be:

- Creative
- Good communicators
- Able to solve problems
- Able to work as a team
- Positive when dealing with challenge and change
- Reflective
- Evaluative
- Responsible for their actions
- Have a 'can do' attitude

The academy was founded in 1967 as the first purpose-built comprehensive school in Gloucestershire. It has recently undergone major refurbishment of the science and performing arts facilities and has a brand new astro pitch and tennis courts. The situation of the school, on Mill Lane, is on the edge of open countryside overlooked by the Cotswold Hills. The modern buildings, which include a sports centre, dance studio and swimming pool, occupy an extremely attractive site with extensive playing fields. The facilities of the academy have been provided to cater for this full age and ability range and include:

- Central Learning Resource Centre with over 300 networked PCs across the academy.
- New Science Block with a 'super-lab' big enough to house 120 students
- Post 16 Centre with social and study areas for the students.
- Drama/Music Hall with seating for 400.
- Sports Centre with indoor heated swimming pool, sports hall, gym, dance studio, floodlit astroturf pitch, tennis courts and extensive playing fields.

The curriculum of the academy is broad, balanced and relevant to the changing needs of the individual regardless of age, ability or gender. At Key Stage 3 students follow lessons in Mathematics, English, Science, French and Spanish, Design Technology, Art, Physical Education, ICT and Performing Arts.

The Learning Support Department assists children who have learning difficulties. A Personal Social and Careers Education (PSCE) programme runs throughout the academy and involves all tutors and tutor groups.

There is a wide catchment area including Brockworth, Hucclecote, Upton St Leonards, the eastern suburbs of the City of Gloucester and the rural areas to the east extending up onto the Cotswold Hills. Such a large catchment area includes children of all abilities and a considerable variety of socio-economic backgrounds. We are a comprehensive school which is proud to be inclusive.

JOB DESCRIPTION

Main Purpose of the Role

General professional duties of all teachers are specified in the Conditions of Employment

Particular Duties:

An MPS teacher is responsible for:

Their own Professional Development

- keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with VP Curriculum
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to school policies and practices
- setting a good example to the Students they teach in their presentation and their personal conduct
- participating in Performance Management arrangements

Teaching and Managing Student Learning

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

Monitoring and Assessing Student Progress

- marking and monitoring Students' class and homework providing constructive oral and written feedback, setting targets for Students' progress.
- assessing how well learning objectives have been achieved and use this assessment for future teaching.
- maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for Students taught, including members of your tutor group
- producing and analysing teaching group examination predictions and results as requested by the Head of Department and the VP Teaching and Learning
- participating in departmental discussions of Student targets and progress and of the development of strategies to meet departmental target
- overseeing the pastoral needs of all Students taught and passing on any concerns to the appropriate member of staff
- mentoring and negotiating individual targets for tutees

Resources within the Department

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- ensuring that departmental rooms present a stimulating and tidy environment
- implementing the Academy Health and Safety Policy
- Ensuring that Health and Safety policies and practices, for your subject including Risk Assessments, throughout your lessons are in-line with national requirements.

Communication with Parents

- attending any appropriate meetings with parents
- providing informative reports to parents
- raising, in consultation with the Head of Department, particular concerns regarding students with parents

Internal Communication

- representing the views and interests of the Department to the Head of Department and APL
- providing information required by HODs and SENCO
- actively participating in Departmental Meetings

Staff Absence

- ensuring that appropriate work has been set and that the resources required are available
- supporting supply staff who are working within the Department

Additional Specific Responsibilities

- as negotiated with the HOD in the interests of the Students and of the CPD of the member of staff

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
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/Head of Education.
5. There may be occasions when it will be necessary to cover other Administrative roles within the Academy or to work with the administrative team when there are peaks and pressing issues.
6. 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.
7. Postholder may deal with sensitive material and should maintain confidentiality in all Academy related matters.

Classroom Teacher Person Specification

Professional Attributes

- Qualified Teacher Status
- Assessed as a good or outstanding teacher
- Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities
- Evidence of continuing professional development
- Ability to use assessment to raise standards of achievement

Professional Knowledge and Understanding

- Thorough knowledge and understanding of curriculum requirements and developments within your subject specialism.
- Evidence of commitment to the principles and policies of equal opportunities
- Secure knowledge and understanding of a range of Assessment for Learning strategies, demonstrable in their everyday practice
- Secure knowledge and understanding of how to make effective personalised provision for all students, including those for whom English is an additional language and students who have special educational needs
- Ability to teach KS3, KS4 and KS5.

Professional Skills

- Good communication skills
- Work closely with leadership team taking a leading role in developing, implementing and evaluating policies and practice
- Ability to motivate students and colleagues to recognise and respond to the diverse needs of learners
- Ability to design opportunities for learners to develop their literacy and thinking and learning skills within your subject area




Personal Attributes

- Energy, enthusiasm, determination and an insistence on high standards
- A sense of humour
- A willingness to learn new skills and approaches and to share the experience with others
- Ability to relate to students, parents and carers, colleagues and other partners
- A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the Academy
- Be able to work under pressure, prioritise and manage time effectively
- Reflective and clear-headed thinker who makes considered judgements
- Sense of humour and resilience
- Reflective practitioner
- Natural leader who can resolve conflicts, create a harmonious and productive team ethos

Our Academies

AET has a number of academies located across England.



-  Primary Academies
-  Secondary Academies
-  Special Academies

North

Academy	Location	Opened	Age Profile
Caldicotes Primary Academy	Middlesbrough	April 2013	3-11
Cottingley Primary Academy	Leeds	December 2012	3-11
Feversham Primary Academy	Bradford, West Yorkshire	November 2012	3-11
Firth Park Academy	Sheffield	August 2013	11-16
Hall Road Academy	Hull	September 2012	3-11
Hillsview Academy	Middlesbrough	September 2014	11-18
Kingswood Academy	Hull	July 2013	11-16
Meadstead Primary Academy	Barnsley	June 2013	3-11
Newington Academy	Hull	September 2012	3-11
North Ormesby Primary Academy	Middlesbrough	October 2012	3-11
Shafton Primary Academy	Shafton, Barnsley	December 2012	4-11
St Helen's Primary Academy	Barnsley, Monk Bretton	December 2012	3-11
Swallow Hill Academy	Leeds	July 2013	11-18
The Green Way Academy	Hull	September 2012	4-11
Unity City Academy	Middlesbrough	September 2013	11-16

London and South East

Academy	Location	Opened	Age Profile
Aylward Academy	London	September 2011	11-19
Bexleyheath Academy	Bexleyheath, Kent	September 2011	11-18
Charles Warren Academy	Milton Keynes, Buckinghamshire	September 2012	4-11
Kingsley Academy	Hounslow, Middlesex	April 2013	11-18
Newlands Academy	London	September 2013	11-16
Nightingale Academy	London	September 2010	11-19
Noel Park Primary Academy	London	September 2012	3-11
Richmond Park Academy	London	September 2010	11-16
Sir Herbert Leon Academy	Milton Keynes, Buckinghamshire	September 2012	11-19
St James the Great Primary Academy	East Malling, Kent	April 2012	3-11
Trinity Primary Academy	London	September 2012	3-11

East

Academy	Location	Opened	Age Profile
Ashingdon Primary Academy	Ashingdon, Essex	September 2011	5-11
Clacton Coastal Academy	Clacton on Sea, Essex	September 2009	11-19
Columbus School and College	Chelmsford, Essex	May 2012	3-19
Felixstowe Academy	Felixstowe, Suffolk	September 2011	12-19
Greensward Academy	Hockley, Essex	September 2008	11-18
Hamford Primary Academy	Walton-on-the-Naze, Essex	April 2012	5-11
Langer Primary Academy	Felixstowe, Suffolk	May 2012	3-11
Maltings Academy	Witham, Essex	September 2008	11-18
New Rickstones Academy	Witham, Essex	September 2008	11-18
Pioneer School	Basildon, Essex	June 2012	3-19
Plumberow Primary Academy	Hockley, Essex	September 2011	5-11
Tendring Enterprise Studio School	Clacton-on-Sea, Essex	September 2012	14-19
Tendring Technology College	Frinton-on-Sea, Essex and Thorpe-le-Soken, Essex	September 2011	11-19
Westerings Primary Academy	Hockley, Essex	September 2011	4-11

Midlands

Academy	Location	Opened	Age Profile
Anglesey Primary Academy	Burton on Trent, Staffordshire	December 2012	4-11
Beacon Academy	Loughborough, Leicestershire	December 2012	4-11
Cordeaux Academy	Louth, Lincolnshire	December 2012	11-18
Four Dwellings Primary Academy	Birmingham	January 2013	3-11
Four Dwellings Academy	Birmingham	March 2013	11-16
Greenwood Academy	Birmingham	January 2013	11-16
Lea Forest Primary Academy	Birmingham	December 2012	3-11
Montgomery Primary Academy	Birmingham	October 2012	3-11
North Thoresby Primary Academy	Lincolnshire	July 2013	4-11
Percy Shurmer Academy	Birmingham	September 2012	3-11
Tamworth Enterprise College	Tamworth, Staffordshire	September 2012	11-16
The Rawlett School	Tamworth, Staffordshire	September 2012	11-16
Utterby Primary Academy	Lincolnshire	July 2013	4-11

South and West

Academy	Location	Opened	Age Profile
Barton Hill Academy	Torquay, Devon	September 2012	3-11
Broadlands Academy	Keynsham, Bristol	December 2012	11-16
Brockworth Primary Academy	Gloucester, Gloucestershire	September 2012	4-11
Everest Community Academy	Basingstoke, Hampshire	September 2011	11-16
Hazelwood Academy	Wiltshire	June 2013	3-11
Millbrook Academy	Brockworth, Gloucestershire	January 2012	11-18
New Forest Academy	Holbury, Southampton	September 2012	11-18
Offa's Mead Academy	Chepstow, Gloucestershire	September 2012	4-11
Ryde Academy	Isle of Wight	September 2011	13-18
Sandown Bay Academy	Isle of Wight	September 2011	11-18
Severn View Primary Academy	Stroud, Gloucestershire	September 2012	4-11
The Ridge Academy	Cheltenham, Gloucestershire	September 2012	5-11
Winton Community Academy	Andover, Hampshire	November 2012	11-16
Wishmore Cross Academy	Woking, Surrey	September 2012	11-16

Mission Statement

To inspire young people to make their best better.

Vision Statement

To help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

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

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

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

Values and Beliefs

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

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

For further information about Academies Enterprise Trust please visit our website www.academiesenterprisetrust.org or contact recruitment@academiesenterprisetrust.org to answer any questions you may have.



A commitment to training and personal development

As we head further into the 21st century and all schools and academies come to terms with the ever changing face of the workforce, leadership and management of professional development is at the very top of AET's agenda. We firmly believe that personal and professional growths are key factors in staff's perception of their worth to an organisation and consequently in how much additional effort they are prepared to put into that organisation.

The aim, therefore, of the team leading CPD across AET is to facilitate the design, co-ordination and monitoring of coherent and effective development activities and training programmes that address the challenges and barriers facing each academy and embed training and development as the central component of workforce development and school improvement.

Our vision for our academies is to develop a learning-centred culture with the entire school workforce, including both teachers and educational support staff, giving the same attention to the design, delivery and monitoring of their professional development as is given to the teaching and learning of students. Indeed, for our academies to continue to improve, teachers and other adults need to feel that their learning and development is just as important as the students'.



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 through Sodexo to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- AET JTRS Apple Product Store – AET employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- Halfords – Gift Vouchers are available to purchase with a 10% discount for AET employees, students and families.
- Halfords Autocentres – AET employees are eligible to receive a range of discounts on their motoring costs, such as MOT's, servicing and repairs.
- EAG Essex Auto Group – AET 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.
- EPCIS (Employee Personal Computer Initiative Scheme) – this is a HMRC approved scheme which allows you to purchase a Training Package which includes a high specification computer from a selected range. Your payment is deducted from your gross salary before you are taxed.
- Life Assurance
- Pension

Health and Wellbeing

- Edenred Travel Club – this provides all AET employees with discounts and special offers on holidays all over the world.
- Halfords Cycle to Work – this scheme allows eligible employees to purchase a cycle tax efficiently through their employer, with deductions being made from the employee's salary before Income Tax and National Insurance are applied. The repayment of the cycle will be over a 12 month period.
- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of AET a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – AET Solutions 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.

- Westfield Rewards – Employees who have Westfield Health qualify to receive discounts at over 200 High Street and online stores, such as ASDA, Boots, Debenhams, House of Fraser and M & S.
- Virgin Active – AET employees can obtain a corporate discounted membership. Virgin offers a range of therapy and wellbeing treatments where the costs can be claimed for under their Westfield Health annual benefit allowance.

Academies Enterprise Trust Professional Services Team

AET academies are supported by the Professional Services Team, who work closely with the academies to deliver AET vision to make our best better.

AET's fundamental philosophy is to 'build the capacity and pace of leaders at all levels of the academy to take responsibility for their own academy's (phase or aspect) continuous and sustainable improvement. It is not the role of AET Professional Services officers to instruct academy-based staff, on the, what or the how of doing their jobs. It is the responsibility of AET Professional Services staff to challenge, support and monitor the progress and development of the academy-based services:

- Regional Managing Director engagement
- Leadership development
- CPD for the whole school workforce
- Ofsted guidance and support
- Maturity Matrices
- English and Literacy
- Mathematics and Numeracy
- Facilities (including Security, Health and Safety)
- Resident Ofsted Inspector
- Finance
- Human Resources (including recruitment and retention)
- Learning Technologies
- Data and Information
- ICT Infra-structure
- Community Sports Development
- PSHE Education and CEIAG support
- Community Learning
- Marketing and Public Relations
- Governor Training
- Special Educational Needs and Disabilities
- Partnerships including apprenticeship programmes
- Teaching School Network

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 safe guarding and relationships with pupils.

Equal Opportunities

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

Data Protection

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

