

Castle Manor Academy




Director of English Candidate Brochure



Castle
Partnership
Academy
Trust

Feel proud

Key Facts and Statistics

Type of School	Secondary Academy
Location	Haverhill, Suffolk
Denomination	Non-Denominational
Age Range	11-18 years (pending change to 11-16)
Year School Established	1950's
Co-Educational or Single Sex	Co-educational
Number of Children	564
Average Class Size	26
Number of Teaching Staff	45
Newly Qualified Teachers	5
% of Children with SEN	12.9%
% of English as an Additional Language	10.5%
% of Children on Free School Meals	35%
School Awards	  





Welcome from the Head of School

"Our vision is to improve the life chances of all our children and young people whatever their backgrounds, skills and capabilities. We are committed to and value everyone within our Partnership. Our aim is to provide the best education we can, enabling our children and young people to become responsible, independent members of society."

Dear Applicant,

Thank you for your interest in the post of Director of English at Castle Manor Academy. This is an important appointment at an exciting time in our Academy and Trust's development. We are looking for a talented, inspirational and enthusiastic Director of English who will live our Vision and ensure the highest standards of achievement for all of our students.

The post of Director of English at Castle Manor Academy will give the successful candidate outstanding leadership experience within a strong, capable Leadership Team who are passionate about improving the life chances of all our children and young people.

The successful candidate will clearly demonstrate our **PROUD** values of Professionalism, Resilience, Optimism, Understanding and Drive. In addition, they will have a unique blend of knowledge, understanding and interpersonal skills. We are looking for someone who has clear passion for learning and ensuring that young people make a success of their lives.

The Castle Manor Academy is set on the Suffolk/Cambridge/Essex border in Haverhill - a vibrant, growing town which has easy access to both London and Cambridge.

We currently work together with two primary academies; Burton End Primary Academy, Castle Manor Academy and Place Farm Primary Academy. The schools are located closely together. We are looking forward in September, subject to consultation, to joining with another local academy trust- Samuel Ward Academy Trust. This will bring added capacity and opportunity for Castle Manor and its staff and students, so this indeed an exciting time!

Castle Manor Academy is a vibrant school at the heart of its community. We have approximately 600 students across our Academy, which is built on a pleasant site near the centre of Haverhill town. The Academy has its own extensive playing fields covering some 40 acres. We have the beginnings of plans to build a brand new campus building on our site in the near future.

I am very proud to invite you to find out more about our Castle Manor Academy by visiting our website www.castlemanor.suffolk.sch.uk. Here you will find information about the life of our academy. If you would like to visit, I would be delighted to show you around.

If you would like to apply for this post, please complete the attached application form and provide a letter, of no longer than two sides of A4 paper, explaining why you believe you can be the Director of English we are seeking. Your application form and letter should reach us by 12 noon on Monday 4th July 2016.

I look forward to hearing from you.

Yours sincerely

Vanessa Whitcombe – Headteacher



CURRICULUM

At Castle Manor Academy, our curriculum has been specifically designed to embed our PROUD core values: to build professionalism; resilience; optimism; understanding and drive. The PROUD curriculum encompasses both what the children learn in the classroom, and the opportunities and experiences they cover as part of their wider school encounters. As such, our personalised PROUD curriculum will raise standards, build character and inspire a love of learning.

In the classroom, the curriculum is designed differently, depending on the year the student is in. However, there are some common factors:

- Each year group's curriculum focuses on the core subjects of English, maths and science, as well as a double lesson of PE. In each year group, we also ensure our students have an RE and PSHE lesson which helps to support our teaching of SMSC and British Values.
- To prepare our students for Key Stage 4, all our students at KS3 follow an Ebacc curriculum (including history, geography, French and computer science) to build academic success.
- The Key Stage three curriculum has been personally designed at the Academy to ensure it reflects the National Curriculum, whilst also planning backwards from GCSE so that we are confident in building the skills and knowledge required for success at KS4.
- The classroom curriculum is complemented by our enrichment programme, which gives opportunities to try a broad range of subjects.

Year 7

This is our first year group to fully experience our PROUD curriculum. In addition to the Ebacc curriculum explained above, we have a specially designed performance class where, across the year, all children will learn: textiles, drama, music, art, catering and design technology. The way in which these subjects are taught is based around a project, which the students are working towards and for which they demonstrate their learning through performance to a live audience at the end of the project.

Years 8 and 9

These two year groups have a broad and balanced curriculum which enables them to embed their core subjects, whilst also experiencing creative and academic subjects which they might choose to study further once they reach KS4. Music, dance, drama, design technology, computing and languages are some of the subjects the students study weekly.



Years 10 and 11

Once students have reached KS4, their curriculum is personalised based around their guided choices. All students in KS4 study English language, English literature, maths and science. As part of their guided choices, one of the additional subjects they select must be from one of the EBacc subjects of: computer science, French/Spanish, extension science, history or geography. Students then have the opportunity to select a further three subjects from across the curriculum options. These range from subjects they are familiar with from KS3, such as another of the Ebacc subjects, or some of their creative subjects like music, art or drama; but, it also extends to new subject areas such as media, photography or philosophy and ethics.

"Most teaching is good or better. Teachers are experts in their subject and carefully plan lessons that capture students' interest. Students enjoy their lessons and teachers enjoy working with them"

Ofsted Report – June 2013

Pupil Premium and Catch-Up Funding Statement

Pupil Premium funding was introduced in April 2011. The funding is provided in addition to the main funding provided by central government to us as an Academy and is intended to support disadvantaged students to 'close the gap': to raise attainment and to improve progress. Around 32% of our students are eligible for Pupil Premium funding, which is provided for children who:

- Are in receipt of free school meals
- Have been in receipt of free school meals at any point in the last six years
- Are or have been in local authority care (looked after children)
- Are the children of armed services personnel



Key expenditure

The funding was used, alongside the main school budget, to pay for the support and intervention of Learning Intervention Officers in Year 7 English and Maths lessons and in the Year 7 Access class. It was also used to embed Maths mastery at key stage 3.

Attainment and Progress Impact

In Maths 53% of eligible pupils progressed to level 4 and are now deemed to be secondary ready. In English the progress was better and 71% of the eligible pupils are now deemed to be secondary ready, having progressed to level 4.

"Students who are supported by additional government funding benefit from working in small groups and individually. This support is very effective so that they catch up with their classmates and do nearly as well as them. The sixth form is good. Overall, progress is typical and for those taking vocational courses it is above average"

Ofsted Report – June 2013

Social, Moral, Spiritual and Cultural Education

The main aim of Social, Moral Spiritual & Cultural education is to provide knowledge and understanding; prepare young people for later life and wider society; and to develop responsible attitudes. It is the key to 'developing the whole child'.

At Castle Manor Academy, we believe that the development of pupils spiritually, morally, socially and culturally plays an important part in their ability to learn and achieve. We aim to provide a broad education and range of experiences that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Our students have their own leadership team, and run a student parliament; this includes democratic voting processes to elect our Head Boy and Head Girl.

SEND – Special Educational Needs and Disability

On some occasions some of our learners will need to access additional support to that which is available in the classroom day to day. This may be to support with their next steps in learning or to help them access the curriculum effectively. This provision may be in the classroom or in small groups led by a teacher, learning intervention officer or a learning assistant. It may be for a short or longer period of time and will be regularly monitored by the class teachers and SENCo by measuring the progress being made by the pupils. Parents and the child or young person will be consulted and informed about the interventions offered and how they are making progress.

Progress is monitored through the same systems that identify Special Educational Needs. Effectiveness of provision for children with Special Educational Needs is monitored at all levels, on behalf of the governors and

directors, by classroom teachers, curriculum team leaders and by the leadership team led by the Assistant Head of School: Intervention & Inclusion through learning walks, lesson observations and analysis of performance data. The impact of additional intervention is monitored by the Assistant Head of School through the work of the learning intervention officers through appropriate standardised testing and screening.

Learning Outside the Classroom

At Castle Manor Academy we appreciate the value of learning outside of the classroom. These opportunities can be in the school grounds, take place during a school visit, residential trip or at a community event. Learning outside the classroom is fun, adventurous, exhilarating, challenging and creative. It can support formative experiences that inspire confidence, awareness and appreciation, values and responsibility – helping people engage with learning in the real world. At Castle Manor Academy we have many different outdoor learning experiences to offer students. Mrs Baldwin is responsible for developing, coordinating and monitoring quality outdoor learning opportunities as well as engaging the community where possible.

We run trips regularly. From Year 7 Annual Camp, to a trip to the West Coast of America, day trips to the West End, and museum visits.



Castle Manor Academy as a Growing School

Students have the opportunity to grow fruit and vegetables in the kitchen garden area. Catering students use the produce in their recipes; students can pick apples from the orchard to eat, cook or juice; produce is grown by students and sold to staff and families.

The garden area is a popular relaxed area to sit in during breaks and lunches, to mingle with the animals and to socialise with students and staff in the sunshine. Local businesses such as Lloyds, the Rotary club, Mansol LTD, Serand LTD, Cadex, Specialized Print LTD and Cambridge Care Company have sponsored the benches. Students have planted a butterfly and herb garden by working with families and East Anglian Children's hospice.

The restored apple orchard is a popular outdoor learning area for students across the Castle Partnership of schools and Sandcastles playgroup. The orchard is home to two Soay sheep who maintain the orchard. Workshops are run from the summer house for students and families. Forest school sessions are being offered to Place Farm students using the space.

Castle Manor works closely with the RHS and Kew gardens 'Grow Wild' scheme. Castle Manor is a flagship school for school gardening and it has achieved the highest award for involving the community in gardening projects as well as awards from the Woodland Trust.

Castle Manor Academy offers training to other schools interested in developing their outside spaces as well as successfully securing funding for specific projects such as planting hedgerow and wild flowers.

Castle Manor English Team

At present the English team consists of 9 qualified teachers with additional supporting staff. The team members range from the newly qualified to Curriculum leaders, to Assistant Principals and an Academy Director – all members contributing to a successful and friendly team.

Vision

This year we are celebrated the best English GCSE results the Academy has experienced and we are committed to remaining above national average for our A*-C achievements. Our aim is to make English an enjoyable and accessible subject for all of our students. We aim to equip them with the literacy and communications skills that will enable them to achieve their best. At the beginning of this year, all students followed an intensive programme to improve their spelling, punctuation, and grammar (SPAG) skills. This then continued to be embedded into their lessons throughout the rest of the year as spelling, punctuation, and grammar skills are essential to success within English.

Course Information

In Years 7 & 8 we continue the focus on the basics of grammar and punctuation, and writing for different audiences and purposes, as a means to enabling children to craft effective and dynamic writing.

We aim to consolidate and extend student's knowledge about language, to develop their skills in speaking, listening, reading and writing, and to introduce them to a variety of literary texts. Throughout the Key Stage an understanding of the influences of history and diverse cultures on the texts studied is promoted.

Writing often arises from the texts students read and takes a wide variety of forms. Students are encouraged to write creatively and to extend their vocabulary. A variety of writing types is taught including formal letters, diaries and reports. Students are encouraged to plan, draft and edit their work to help them grow and develop their confidence as well as become reflective learners.

Outside the classroom, the English Team run trips designed to enrich the curriculum. Our students visit the theatre whenever possible to see performances of the works they study. Where this is not possible, we ensure that, at the very least, young people have access to quality film productions of curriculum texts.

Whilst Year 9 are considered to be KS3 for the rest of the Academy, in English they begin to follow the IGCSE Specifications for both English Literature and Language. Year 9 focus upon honing their skills for reading, writing, speaking, and listening; this in preparation for their Year 11 exams. We follow the AQA English specification for the new qualifications.

Knowledge about language and how to spell and punctuate correctly is developed through regular analysis of what they write, formal grammar exercises, homework and the use of termly tests. Speaking and listening is practised in a variety of ways, such as debating, small-group discussions, drama activities and discussions in class. Reading involves the study of texts by the class as a whole – plays, poems, novels and short stories – and of guided individual choices. All students will visit the library regularly to withdraw a reading book and they are expected to read this at the beginning of every lesson

"Students' have good attitudes to learning and are courteous to one another and to adults in the academy. Nearly all parents would recommend the academy to other parents"

Ofsted Report – June 2013

Results – Department for Education – March 2016

KS4 exam results

	All pupils	Low attainers	Middle attainers	High attainers
Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs	36%	2%	39%	91%
Percentage achieving A*-C in English and maths GCSEs	40%	2%	45%	91%
Percentage making expected progress in English	75%	66%	74%	96%

Eco Team

Castle Manor Academy's Eco Team is in its third year and we continue to grow!

They are led by an Eco Committee of twelve students from years 8 up to year 10. They discuss eco issues and form action plans to direct the rest of the Eco Team. The Eco Team is made up of the Eco Committee and 60 Eco reps which represent all tutor groups. Mrs Baldwin is the Eco school's coordinator and along with Mrs Neech meets with the team at least once a month.

The Eco Team have many responsibilities both in the Academy and in the community. They are Haverhill Community Ambassadors and termly little pick in the community. They care for all the Academy animals, keep the site litter free, encourage recycling and promote a green ethos to staff and pupils 'The Eco Code'

Castle Manor Academy has twice won a Suffolk's Greenest County Award including Suffolk's Greenest School 2014. We are very proud to be the only secondary school in Suffolk to achieve the Eco Schools Green Flag. We are very proud of our Eco achievements; our awards are on display in the main foyer.

The Eco Team is now supporting other schools to develop its own teams. As an Academy we work closely with local companies with strong eco ethics to have a bigger impact. Sanofi and Specialized Print LTD have sponsored various projects with us to develop outdoor learning experiences for all students and the community



Our Future

This is a particularly exciting and challenging time for Castle Manor Academy as, after much research we embark on the process of joining a successful local Multi-Academy Trust. Our chosen Trust is Samuel Ward Academy Trust led by Chief Executive Howard Lay (Educational Leader in the Year of Suffolk County Council's Raising the Bar Awards). Howard and his team have a great experience in maintaining and leading schools to Outstanding. We feel this is the natural next stage for us on our mission for excellence for all learners in our community, providing a sustainable environment which offers independence but also support and real challenge with a myriad of benefits and shared resources.

About The Samuel Ward Academy Trust

The Samuel Ward Academy Trust is a partnership of schools located on the Suffolk, Essex, Cambridgeshire borders. We share the same values, face similar issues and are geographically close enough to support and challenge each other.

We recognise, however, the unique characteristics of each of the communities we work in and how they are reflected in distinctive school cultures. We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that communities to become sustainable must develop and grow.

We are not looking for corporate solutions but a partnership that respects, sustains and supports. Our model is about creating interdependence; schools that more self-sustaining than stand-alone academies, less dependent than local authority schools and more independent than schools in corporate chains.

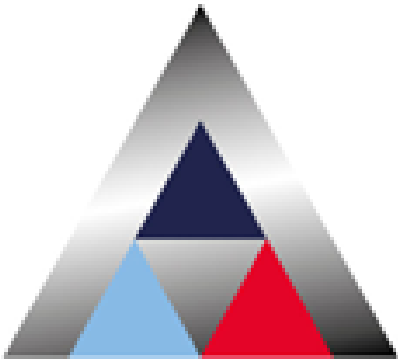
However, we do all subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people. Our central belief is that every young life is special; open to possibility, gifted with the potential to change the world for the better but also bound by the limits of their own circumstances. Our ambition is to unlock the potential of all children, remove the barriers to aspiration and ensure that all our children succeed.

We will work with schools that can subscribe to these values and who are prepared to take responsibility and share resources with others. This approach is already improving the life chances of pupils in primary, special and secondary schools



Samuel Ward Academy Trust Aims and Values

Samuel Ward Academy is based on upon the aims and values that the Samuel Ward Academy Trust is founded on. These are a number of core beliefs that really define what the school will be and the work it aims to achieve. The Samuel Ward Academy Trust is driven by the desire to achieve outstanding outcomes that will enable all of their pupils to be successful in the competitive future world they will live in. We want them to have the skills necessary to play an active part in leading and shaping society, and to that end we want to make certain they are able to work effectively together and have the confidence, the values and the strong sense of moral purpose needed to drive socially responsible change on local, national and global stages in future years.



**SAMUEL WARD
ACADEMY TRUST**

Job Profile	Director of English
Grade/Salary Scale	L4 - L8
Closing Date	Monday 4 th July, 12-noon
Shortlisting Date	Monday 4 th July
Interview Date	Friday 8 th July
Reporting to	Headteacher
Duties	The Teachers' Pay and Conditions Document specifies the general professional duties of a teacher. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.
Responsible for The Line Management of	English Teachers within the team and English HLTA
Purpose of The Job	<ul style="list-style-type: none"> • To ensure high standards of learning, achievement, attainment and behaviour in English. • To provide professional leadership and management for English staff. • To secure high quality teaching and effective use of resources within the English Team. • To provide advice, guidance and leadership on the teaching of numeracy across the College curriculum. • To have strategic overview of a whole school area of responsibility as a member of the Leadership Team
Key Functions	<ul style="list-style-type: none"> • To ensure that high quality learning and teaching takes place throughout the English Curriculum area for all learners. • To ensure that students achieve high standards in English. • To promote and develop the curricular and extra-curricular role of English. • To lead English teachers, ensuring that they are well informed and contribute to Academy Policies, that they are enabled to develop professionally and achieve the highest possible standards.
Specific Responsibilities	<p>The main responsibilities of the post are to:</p> <ul style="list-style-type: none"> • To lead the team of English teachers in the development, management, and delivery of English within the framework of the requirements the Academy Curriculum. • Lead the curriculum development work of the English Team, including the development and implementation of course outlines, syllabuses and schemes of work. • To be responsible for the efficient and effective organisation and administration of the English Team, leading team meetings and team training. • To lead the English Team contribution to the Academy Improvement Plan. • To establish and maintain policies and practices to promote positive student behaviour and achievement in the English Team within the framework of the Academy Behaviour Policy • To be responsible for the monitoring and review of the performance of students in English, including the systematic and routine use of student performance data, and student and staff target-setting; and to provide relevant information to the Leadership Team • Manage the process of monitoring and recording student achievement in English, in line with school policy, including the writing of student reports and attendance at parents' meetings. • Ensure that student attendance in English lessons is monitored and recorded in line with policy • Monitor the day-to-day management of the English work areas, maintaining a pleasant, stimulating and safe working environment with attractive and relevant displays; and taking care of resources, materials, and equipment.

Specific Responsibilities	<ul style="list-style-type: none"> • Ensure that the English Team meets the requirements of the examination boards with respect to invigilation, moderation and marking. • To teach lessons as required on the timetable. • To lead the process of identifying staff professional development needs within the English Team and manage the Team to support identified needs within the framework of the Academy Improvement Plan. • To manage the English Team budget as delegated by the Head of School. • Undertake other tasks as reasonably required by the Principal. • Liaise with the Head of School on English Team vacancies and subsequent appointment procedures. • Provide staff reference information as requested by the Head of School. • Contribute to Academy self-evaluation activities as determined by the Self-evaluation Calendar. • To be an active part of the Leadership Team running the Academy, including on call and duties
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Person Specification

Qualifications.	<p>Applicants must:</p> <ul style="list-style-type: none"> • be graduates of a recognised university or college, or hold qualifications of graduate status • be qualified to teach English at GCSE and to A Level. • have extensive knowledge of effective models of teaching, learning and assessment in English. • be able to form excellent relationships with students and create the conditions for learning with behaviour management strategies. • have a proven track record of raising standards in English. • have at least 3 years successful and relevant secondary school teaching experience in a current teaching post • enjoy working with children and young people and be able to set high standards
Personal qualities.	<p>We are looking for candidates who are:</p> <ul style="list-style-type: none"> • outstanding classroom teachers • very hard working • effective communicators, and professional in their dealings with colleagues • enthusiastic about teaching and committed to the All Through Principles of the Castle Partnership. • very flexible • eager for further development and promotion • committed to a firm but fair approach to discipline • committed to extra-curricular provision • calm in adversity • good-humoured





Castle Manor Academy, Eastern Avenue, Haverhill, CB9 9JE
www.castlemanor.suffolk.sch.uk

If you would like further information, an application pack, or to arrange a school visit,
please contact Sarah Devlin at Academicis:

Email: sdevlin@academicis.co.uk **Tel:** 01223 907976
Mob: 07500 889504

All applications to be sent to Sarah Devlin no later than 12-noon on Monday 4th July 2016

