



The Sutton Academy



Recruitment Pack



Together Students Achieve

Welcome from the Principal

Thank you for your interest in this post. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website

www.thesuttonacademy.org.uk

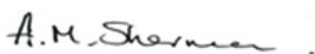
The Sutton Academy opened in September 2010 and is on a successful improvement journey to good and outstanding.

I have a clear vision for all students in our academy to achieve their best academically, whilst nurturing their talents and passions.

We strive for the highest possible levels of achievement for all our students and are committed to providing the highest standards of teaching and learning. In return we have very high expectations of student behaviour and their commitment to their learning.

Our students benefit from a modern learning environment with outstanding facilities. This helps to create a vibrant and positive learning community which is friendly, caring and purposeful.

We are aspirational for our students and see it as our duty to ensure that all our students have the best life chances possible and eventually leave the academy well prepared to take their place in the world of the future as confident and responsible adults who are empowered to make real choices in their lives.



Alison Sherman
Principal



Why Choose Us?

If you choose to pursue an application to work at The Sutton Academy it is because you are motivated to work within a supportive, collaborative and dynamic team which consistently strives to achieve the best outcomes for our students. We believe in providing opportunities for all - both staff and students. Our expectations are high for everyone within our community, recognising the fact that only through this teamwork can we all achieve our aspirational goals. Staff come to work to teach lessons that ensure students make excellent progress. Parents choose our school because of the expectations we have of ourselves and our willingness to go above and beyond for everyone within our community. Likewise the high expectations that we place upon ourselves as professionals, we also extend to our students whether it be with their progress, uniform or behaviour throughout the school and community.

If you are looking for a school that will challenge whilst supporting you, then our CPD package will ensure you develop your skills, whether it be in the classroom or as a leader influencing colleagues.

Why work at The Sutton Academy?

"I couldn't have chosen a better place to begin my teaching career, I cannot image a workplace where I could feel more supported, encouraged and appreciated. Reading about TSA online I had a strong idea it was where I wanted to work and my interview day confirmed this completely. Meeting the friendly and approachable staff coupled with the bright, vibrant pupils I was sure this was the place for me. As an NQT I have been offered fantastic support and weekly training to encourage my development as a teacher."
- NQT English

"The school has an excellent support system in place to make sure all aspects of the job specification are met. This ranges from NQT master classes on a weekly basis down to one to one support from mentors. The different opportunities that The Sutton Academy have offered in order for me to develop my teaching practice has really opened my eyes to the wider role of a teacher and possible routes for progression in the future. The Head makes sure she speaks to all new staff to ensure they are coping well with the job role and to make sure that any further support is offered to aid the role or even help with a specific group."
- NQT Mathematics



Learning at The Sutton Academy

We encourage and support all children to achieve their full potential at The Sutton Academy. We make this possible by placing great emphasis on an orderly and happy working environment where high expectations are the norm. Our lessons are challenging, engaging and inspiring. Our students actively work together and independently enabling them to make good progress.

We have a highly skilled and dedicated team of teachers here at The Sutton Academy. They plan lessons very carefully to meet the needs of individual children. They have high expectations which challenge all pupils to achieve their best.

The curriculum is designed to create learning pathways that meet the aspirations, talents and needs for each individual and blends the traditional with the creative.

Our Key Stage 3 (Years 7 & 8) is designed to accelerate learning and progress, developing learners who have the knowledge, skills and enquiring minds that will enable them to achieve to their full potential in Key Stage 4.

The national curriculum is followed ensuring a broad and balanced range of subjects with an emphasis on developing literacy and numeracy.

Our Key Stage 4 programme, studied in Years 9,10 and 11, offers an extensive choice of options, including a full range of academic GCSEs and English Baccalaureate subjects.

Students are taught in groups arranged by need and ability, based upon rigorous analyses of all available data. This enables staff to stretch and support all students to help them achieve exceptional progress.

Our sixth form provision offers continuity from Year 11 with clear progression pathways. We offer a wide range of academic A Level courses as well as more vocational Level 3 qualifications; some students choose a blended pathway of both academic and vocational courses.

Clear regular target setting, assessment and reporting systems underpin all aspects of learning throughout the Academy so that students understand the progress they are making and how to make further improvements.



Enrichment

At The Sutton Academy we believe enrichment is an entitlement and we expect all students to attend our extensive range of activities.

In addition to trips, residential excursions and international opportunities, there is a menu of activities that take place at lunchtime and after lessons as well as during holidays.

Enrichment offers students the opportunity to develop new interests, become more knowledgeable and skilled in an area boost self-confidence, and benefit from doing something away from the pressure of passing examinations.

The objective of enrichment is to

- * Widen students' intellectual experiences
- * Improve independent learning skills
- * Develop love of learning
- * Offer students the opportunity to pursue their talents and interests
- * Have fun and relax.

What others say about The Sutton Academy

'Teachers ask for our opinion and act on our advice – "Together Students Achieve" was my idea' – Year 8 student.

'Very young, passionate and motivated staff who seem to go above and beyond.' – Year 11 parent.

'I am amazed at the number of enrichment opportunities my daughter has been given since joining The Sutton Academy. She loved performing at the final of The Four Nations Rugby at Anfield Stadium in Liverpool.' – Year 7 parent.

'Staff morale is high. Staff feel cared for and increasingly challenged and supported by senior leaders.'- OFSTED FEBRUARY 2017

'Leaders and staff at all levels are committed to the school's vision of high expectations and aspirations for all pupils.'- OFSTED FEBRUARY 2017

'Leaders and teachers have worked hard and with success to change the culture of the school, to raise aspirations and to ensure that pupils feel safe to flourish personally, emotionally and academically.'- OFSTED FEBRUARY 2017

'The behaviour of pupils is good. Pupils of all ages socialise and behave well outside the classroom. Pupils take pride in their uniform and in their school environment.'- OFSTED FEBRUARY 2017

Job Advert

Faculty Leader of Physical Education	Salary:	+TLR 1a (7,699 p.a.)
	Employer:	The Sutton Academy
At present, The Sutton Academy has 1092 students aged 11-16 and 106 in the sixth form.	Location:	St Helens
	Contract Type:	Full Time
	Start Date:	1 September 2018
	Closing Date:	5 March 2018
	Interview Date:	TBC

The Governors are seeking to appoint an inspirational and dynamic Faculty Leader of P.E.

The successful applicant will be an outstanding teacher with high expectations and the ability to enthuse and motivate both students and staff.

The successful candidate will be working with a very talented group of teachers who are committed to raising standards in P.E. and sport.

This is a key appointment and represents an excellent opportunity for a quality practitioner wanting to develop their career, ideal for candidates who are ambitious to progress into senior leadership.

What you will need to succeed

You will be an outstanding practitioner of boys P.E.

You will be driven, ambitious and have a desire to further your career through CPD and reflection, but most importantly by helping students at The Sutton Academy to achieve their potential.

You may already be a Head of P.E. or a TLR holder looking for a step towards becoming an Assistant Principal.

Applications should be returned to Christine.roberts@thesuttonacademy.org.uk

This post is subject to satisfactory Disclosure & Barring Service (DBS) Enhanced Disclosure Certificate. The Sutton Academy is committed to equal opportunities. We are committed to safeguarding and promoting the welfare of children and young people; we expect all staff and volunteers to share this commitment.

Job Description

POST:	Faculty Leader
CURRICULUM AREA:	Physical Education (ability to teach boys PE)
GRADE:	TLR 1a (£7,699 p.a.)
RESPONSIBLE TO:	ALT Line Manager
WORKING PATTERN:	Full-time and as described in the Secondary Teachers' Pay and Conditions Document.
KEY RELATIONSHIPS:	Academy Leadership Team; relevant teaching and support staff; external agencies; parents; local community; sponsors
DISCLOSURE LEVEL:	Enhanced

JOB PURPOSE:

1. To lead the development, monitoring and continuous improvement of the Learning Area throughout the Academy, incorporating all ages and abilities and co-ordinated with the Academy Development Plan.
2. To maintain clear vision, purpose and high expectations, focused on students' achievement.
3. To provide expert and innovative leadership of learning and teaching within the curriculum; inspiring, motivating and influencing staff and students to produce their best.
4. To help students realise their social, academic and personal potential.

AREAS OF ACCOUNTABILITY:

1. Student attainment and achievement within the Learning Area.
2. Performance of team members for whom you have line management responsibility.
3. Quality of teaching and learning within the faculty.
4. Impact of your responsibility to maximise student learning.

RESPONSIBILITIES

A. Knowledge and Understanding

1. Maintain and develop broad and current knowledge of teaching and learning and disseminate this to other teachers and students within the learning area.
2. Maintain knowledge and understanding of the Academy's aims, priorities, targets and action plans.
3. Understand and promote the Academy specialisms and their impact on students.
4. Understand and promote links between the subject and the wider curriculum.
5. Be responsible for learning accommodation to promote high standards and innovative approaches to learning.
6. Ensure best value for money by following Academy financial regulations.
7. Ensure the effective deployment of all resources.

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B. Teaching and Assessment – Planning

1. Monitor and evaluate the planning of other teachers, providing regular feedback.
2. Disseminate examples of effective planning practice within the Academy.
3. Ensure teachers are aware of the needs of inclusion of all students and groups and make provision for this in their planning.
4. Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
5. Ensure strategic planning within the Learning Area for the development of the Academy.
6. Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies within designated areas.
7. Assist in the implementation of Academy policies and procedures where appropriate,
8. Take responsibility for monitoring the Area 'Home Learning' arrangements.

C. Teaching and Assessment – Teaching

1. Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
2. Ensure teachers are clear about the teaching of objectives in lessons; understand the sequence of teaching and learning, and communicate this to students.
3. Observe colleagues teaching (through performance management arrangements and/or subject monitoring) and provide evaluative feedback on their teaching strategies.
4. Identify and promote innovative and effective teaching strategies in the Academy/subject to meet the needs of all students.
5. Co-ordinate / monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to students' learning.
6. Support the effective and efficient management and organisation of learning resources including information and communications technology within the Academy.

D. Teaching and Assessment – Monitoring Progress

1. Analyse and interpret relevant national, local and Academy data, research and inspection evidence to inform policies, expectations and teaching methods.
2. Monitor and evaluate assessment data across the Academy/subject to identify trends in student performance and issues for development.
3. Support intervention strategies to address identified issues for development.
4. Evaluate and report on the effectiveness of intervention strategies used to address identified issues and use assessment data to make comparative evaluation of students' performance.
5. Promote Student Voice and keep evaluative records relevant to the further development of the learning area.

E. Student Outcomes:

1. Identify quantifiable and challenging student progress objectives with teachers within their performance management objectives.
2. Support staff in ensuring that agreed student progress target levels are achieved or exceeded.
3. Encourage students' motivation and enthusiasm in the Academy, developing positive responses to challenge and high expectations.

Job Description

4. Update Learning Area Self Evaluations to produce reports within the quality assurance cycle.
5. Update Learning Area Self Evaluations to produce reports on examination performance, including the use of value-added data.
6. Monitor the objectives and targets for students with SEN, G&T and different groups of students to promote raising their achievement.
7. Assist in the identification of course / examination entries.
8. Ensure effective communication as appropriate with the parents/carers of students.
9. Liaise with partner Academies, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.

F. Wider Professional Effectiveness – Personal Development:

1. Maintain 'leading edge' knowledge through reading, INSET, research and other relevant development opportunities to inform own practice, demonstrating impact in teaching and on students' learning.
2. Assimilate and implement new curriculum guidance to lead change within the Academy through the personalised agenda.
3. Identify own personal and professional development needs and achieve own challenging professional objectives.

G. Wider Professional Effectiveness – Academy Development:

1. Support professional development in the Academy through example and support the provision of high quality professional development for staff.
2. Support effective links with the local community, including business and industry.
3. Provide reports as and when required for Inspectors, Academy Council, Principal, parents and other appropriate groups.
4. Oversee creation of Learning Area improvement plan in line with ADP and based on evaluation evidence.
5. Co-ordinate strategies to achieve relevant Academy improvement priorities.
6. Oversee the performance management of a team of staff and their subsequent professional development plan.
7. Maintain and develop area SEF in line with Academy SEF
8. Evaluate and report on the effectiveness of practice in the Academy annually.

H. Professional Characteristics:

1. Create a climate which enables staff to develop, support and positively challenge each other.
2. Mentor and coach staff and students to develop confidence and maintain positive attitudes.
3. Communicate effectively and with professional integrity within and beyond the Academy community.
4. Provide a positive role model for students and teachers and for other aspiring leaders and managers
5. Build and maintain effective teamwork with high expectations of outcomes.

Job Description

I. Marketing and Liaison:

1. Contribute to the Academy liaison and marketing activities, e.g. the collection of material for press releases.
2. Contribute to the development of effective subject links with partner Academies and the community, attend liaison events in partner Academies where necessary and effectively promote subjects at Open Days/Evenings and other events in partner Academies and the wider community.
3. Actively promote the development of effective subject links with external agencies

J. Learning Support:

1. Monitor and support the overall progress and development of students.
2. Assist in the implementation of the Behaviour for Learning system.
3. Support the Inclusion, Attendance and Punctuality procedures across the Academy.

K. Other specific duties:

1. Play a part in the life of the Academy community.
2. Support the Academy in meeting its legal requirements for worship.
3. Promote actively the Academy's corporate policies.
4. Other such professional duties as may from time to time be reasonably required.

Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
3. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Person Specification

Our Purpose

The Academy exists to provide a rich and balanced educational environment which caters for the whole person- academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will seek to raise aspirations, unlock potential and work to achieve excellence. By encouraging a 'can do' culture we will nurture confident and competent people.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> A Degree + PGCE (or equivalent teaching qualification) 	<ul style="list-style-type: none"> Some evidence of further professional study
Leadership and management	<ul style="list-style-type: none"> Evidence of success in leading a team initiative in education within a faculty or department. Experience in effectively deploying and managing staff. 	<ul style="list-style-type: none"> Team leadership experience in more than one school Experience of leading an aspect of whole school development
Experience, skills and knowledge	<ul style="list-style-type: none"> Evidence of excellent teaching ability (Grade 1 or 2 against OFSTED criteria) Experience of teaching boys PE Evidence of raising achievement Excellent communication skills Experience of leading/co-ordinating a team or participatory work groups Evidence of effective finance and resource management. 	<ul style="list-style-type: none"> Experience of collaborative work with other educational institutions
Additional skills	<ul style="list-style-type: none"> Competent in ICT and willing to be trained as required A clear commitment to developing learning opportunities A demonstrable ability to analyse performance data, reviewing patterns and take appropriate action. Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively. 	

The PE Faculty

The PE department at The Sutton Academy benefits from outstanding facilities, namely a double sports hall, an activity hall, a full size MUGA, an athletics track and sports fields.

In Year 7 and 8 all students follow a broad balanced curriculum that covers a variety of different sports and activities. Classes are taught in single sex groups setted by ability.

At Key Stage 4, years 9, 10 and 11, students follow a balanced curriculum and are taught in single sex mixed ability groups in core P.E. Students also have the opportunity to study GCSE PE or BTEC Sport as an option.

There is the opportunity to deliver a relevant level 3 qualification at Key Stage 5.

A wide range of extra curricular activities are offered and the academy has successful teams in rugby, football, athletics, gymnastics and cheerleading.

Dance is taught at both Key Stage 4 and Key Stage 5 as part of the Performing Arts faculty.

The PE faculty currently consists of 5 full time teaching staff, two teachers who teach part PE and a technician.



The Sutton Academy

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