

# GROVE ACADEMY

Start your learning journey with us

A new school  
for 4 to 18  
year olds

Wellington  
Street, Slough

groveacademy  
.co.uk



## Application pack

Class Teacher





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# Our vision

Grove Academy is the first all through school to open in Slough, offering pupils from the age of 4 to 18 a unique and exciting experience. Grove opened in September 2017 on a temporary site in central Slough whilst a brand new, multi-million pound school is built.

Grove was established through a unique and innovative partnership involving the Slough Association of Secondary Headteachers (SASH). They created the SASH Education Trust as the vehicle to provide new educational choices for parents in the town. It is their joint passion for enhancing the life chances of the pupils of Slough that has driven the vision for Grove. The aim of the SASH Education Trust is to provide a vibrant education for local pupils and Grove is at the centre of the strategy to ensure there is the widest possible curriculum choice for the young people of Slough.

The school will grow each year, with 4 forms of entry at EYFS/primary and 6 forms at secondary (full capacity will be 1,940 including 6<sup>th</sup> form) growing slowly to enable us to establish clear ethos and expectations. A large academy, but with the heart of a small community school. Our children will work together in teaching and learning communities (TLCs) so that older students can provide good role models and mentor our younger pupils. The site will be organised so that different phases can work in partnership and yet maintain their own separate spaces.





## Curriculum and project based learning

The school is delivering a curriculum that focuses on making learning relevant and real, enriched with hands on experiences. A curriculum that encourages enterprise opportunities at all levels, enabling our pupils to be confident, responsible and active citizens of Slough. Our pupils are resilient and creative learners, able to apply their learning to real life situations.

Our curriculum is centred on 'project based learning' with real life products or outcomes to drive it. Teachers devise projects or 'vehicles for learning' that are linked to activities that people do in the real world, that stretches the pupils, ignites their imagination and is true to our values.

This approach is developed in different ways across both the primary and secondary phases and compliments specialist subject teaching.

We will exploit the contacts and opportunities of being in a lively town by working with other organisations and companies to provide our pupils with real work experiences. They will learn the skills and roles of working together in teams for a common goal. There is a clear emphasis on innovation and leadership. The curriculum encourages problem solving, critical reflection, research and challenge and the development of analytical skills fostering the business men and women of the future.

All pupils are encouraged and given the confidence to participate in decision making, providing support and/or creative input across the three areas of family well-being, public service and generating wealth. Through this we will develop self-confident and responsible pupils who contribute to the local community of Slough and who will be well placed to become leaders of the future.

# Unique opportunities

We want Grove Academy to be a great place to work, a place where you will feel valued for your hard work.

This is a fantastic opportunity to help us design and shape Grove Academy into an exciting learning hub for both pupils and staff. It is a chance to blur the lines and learn from the best practices in EYFS, primary and secondary phases and enable you to develop your expertise and interests across phases.

Grove Academy is an outward facing school, keen to learn from others and research, so providing networking opportunities for staff at all levels is important to us.

As the school grows so will the leadership pathways available to suitable candidates because our philosophy is to 'grow our own' where possible.



# New Building Design





# Job description and person spec

## **MAIN PURPOSE:**

- To support the School's aim and objectives for raising standards of student achievement and ensuring high quality learning and teaching.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Teach a subject to pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
- Teach all ages and levels of ability, the post holder will help to build upon the high standards of the school.
- To share resources and good practice, partake in lesson observation, collaborative teaching, mentoring and active participation in continuing professional development.
- To monitor and support the overall progress and development of pupils as a teacher/personal tutor.

## **Teaching and learning**

- To undertake a designated programme of teaching.
- Planning and preparation of courses and lesson for the classes assigned to her/him in accordance with the department's curriculum planning, including the implementation of the National Curriculum where relevant.
- To teach pupils according to their educational needs and to set and mark pupils' work.
- To ensure that the enterprise focus/project based learning approach of the school is reflected in the teaching/learning experience of pupils.
- To ensure a quality learning experience for pupils that meets internal and external standards.
- To prepare and update subject materials as required.
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs.
- To maintain discipline in accordance with the school's procedures, and to ensure good punctuality, behaviour, standards of class work and homework.
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep accurate records as required.
- To provide, or contribute to, oral and written assessments, reports relating to individual pupils and groups of pupils within the schools agreed deadlines.
- To undertake assessment of pupils as requested by external examination bodies, department and school procedures. To keep accurate records safely.
- To regularly mark, record and give written/verbal and diagnostic feedback to pupils as required by Assessment for Learning.
- To maintain appropriate records and to provide relevant accurate and up-to date information for registers, SIMs, etc.
- To track pupil progress and use information to inform teaching and learning.
- To complete the relevant documentation required in the tracking of pupils.
- Being responsible for the room(s) in which he or she teaches with regard to appearance and display and for resources and equipment as appropriate.

## **Professional development and team work**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- Establish and maintain effective working relationships with professional colleagues and other leaders to develop cross curricular/phase links and creative approaches to learning.
- Participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.

|   |
|---|
| <b>Curriculum</b>   |
| <ul style="list-style-type: none"> <li>• To assist in the development of appropriate schemes of work, marking policies, teaching strategies and resources in the department.</li> <li>• To contribute to the school improvement plan and its implementation.</li> <li>• To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's Strategic Objectives.</li> </ul>   |
| <b>Evaluation</b>   |
| <ul style="list-style-type: none"> <li>• To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.</li> <li>• To seek/implement modification and improvement where required.</li> <li>• To review methods of teaching and programmes of work in line with requirements.</li> <li>• To take part, as may be required, in the review, development, and management of activities relating to the curriculum, organisation, and pastoral functions of the school.</li> </ul>  |
| <b>Communication</b>  |
| <ul style="list-style-type: none"> <li>• To communicate effectively with the parents of pupils as appropriate.</li> <li>• To take part in liaison activities such as parents' evenings, review days and liaison events with other schools.</li> <li>• Where appropriate, to communicate and co-operate with bodies outside the school.</li> <li>• To follow agreed policies for communications in the school.</li> <li>• To contribute to the development of effective subject links with external agencies.</li> </ul>   |
| <b>Management of resources</b>  |
| <ul style="list-style-type: none"> <li>• To contribute to the process of the ordering and allocation of equipment and materials as relevant</li> <li>• To assist the Senior Leadership Team to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>• To co-operate with others to ensure equitable and effective use of resources to benefit the pupils, department and the school.</li> </ul>   |
| <b>Pastoral</b>   |
| <ul style="list-style-type: none"> <li>• To be a Personal Tutor to an assigned group of pupils.</li> <li>• To promote well-being and progress of individual pupils, and of the tutor group as a whole.</li> <li>• To ensure the implementation of the school's Pastoral System.</li> <li>• To accurately register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.</li> <li>• To evaluate and monitor the progress of pupils and keep up-to-date records as required.</li> <li>• To contribute to the preparation of pupil profiles, action plans and reports.</li> <li>• To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.</li> <li>• To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff</li> <li>• To apply behaviour management systems so that effective learning can take place.</li> <li>• Checking on students' school uniform and enforcing school rules regarding jewellery etc.</li> </ul> |
| <b>Health and safety</b>  |
| <ul style="list-style-type: none"> <li>• To comply with the school's Health and Safety policy and help to maintain a safe working environment.</li> <li>• To undertake risk assessments as appropriate.</li> <li>• Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.</li> </ul>  |
| <b>OTHER PROFESSIONAL REQUIREMENTS</b>  |
| <ul style="list-style-type: none"> <li>• Play a full part in the life of the school community, to support its unique vision and ethos and to encourage staff and pupils to follow this example.</li> <li>• Positively support equality of opportunity and equity of treatment to colleagues and students.</li> <li>• Present themselves in a smart and professional manner befitting of their profession.</li> <li>• To undertake duties as specified by the Principal not mentioned in the above.</li> <li>• Undertaking additional administrative duties as directed by their line manager.</li> <li>• To comply with any reasonable request from the senior leadership team.</li> </ul>  |

| <b>EDUCATION AND QUALIFICATIONS</b>  | <b>ESSENTIAL</b> | <b>DESIRABLE</b> | <b>HOW IDENTIFIED</b><br>A = application<br>I = interview<br>R = reference |
|--|------------------|------------------|--|
| Qualified Teacher Status.  | Yes              |                  | A  |
| Further relevant educational professional qualifications   |                  | Yes              | A  |
| <b>KNOWLEDGE AND EXPERIENCE</b>  |                  |                  |  |
| Up to date knowledge of all aspects of the National Curriculum   | Yes              |                  | A  |
| Teaching in a primary or secondary school  | Yes              |                  | A I R  |
| Ability to teach consistently good or outstanding lessons  | Yes              |                  | IR   |
| Ability to use a range of teaching styles appropriately  | Yes              |                  | I  |
| Ability to provide effective written and verbal feedback which raises achievement  | Yes              |                  | AIR  |
| Ability to use data and assessment for learning to raise achievement   | Yes              |                  | AI   |
| Statutory requirements concerning equal opportunities, health and safety, SEN and child protection   | Yes              |                  | A I  |
| Knowledge of effective teaching and learning strategies to meet the needs of all pupils including those with special educational needs, vulnerable groups and gifted and talented pupils | Yes              |                  | A I R  |
| Evidence of continuous INSET and commitment to further professional developments   |                  | Yes              | A I  |
| Experience of teaching in more than one key stage  |                  | Yes              | A I R  |
| Relevant knowledge and understanding of current curriculum issues and research   | Yes              |                  | A I R  |
| <b>SKILLS AND ABILITIES</b>  |                  |                  |  |
| Highly developed planning and organisation skills  | Yes              |                  | A I R  |
| Excellent written and verbal communication   | Yes              |                  | A I R  |
| Highly developed interpersonal skills  | Yes              |                  | A I R  |
| Ability to assess pupils' learning needs and set appropriate targets for improvement   | Yes              |                  | A I R  |
| Ability to analyse and interpret a range of key data and information about pupils' attainment to set targets for improving standards and attainment                                      | Yes              |                  | A I  |
| Ability to analyse data and evidence of higher level ICT skills  | Yes              |                  | I  |
| Good ICT skills and knowledge of how new technologies support teaching and learning  | Yes              |                  | A I  |
| Ability to use initiative and prioritise workload  | Yes              |                  | I R  |

|  |     |     |       |
|--|-----|-----|-------|
| Accurate and well organised approach to work   | Yes |     | I R   |
| Ability to follow instructions   | Yes |     | A I R |
| Ability to motivate children and set high standards  | Yes |     | A I R |
| Ability to secure a good standard of pupil behaviour by establishing and communicating appropriate rules, in accordance with school policies | Yes |     | A I   |
| Establish and develop good relationships with parents, governors and the wider community   | Yes |     | A I R |
| <b>PERSONAL QUALITIES</b>  |     |     |       |
| Commitment to high educational, professional and personal standards  | Yes |     | A I R |
| Enthusiasm for teaching and learning and for your subject  | Yes |     | I R   |
| Commitment to continuous professional development of yourself and others   | Yes |     | A I R |
| Respect for children, parents and their needs  | Yes |     | A I R |
| Be able to relate well to students and a commitment to positive and healthy outcomes for young people  | Yes |     | A I R |
| A demonstrable commitment to the safeguarding of students and child protection   | Yes |     | A I R |
| Be able to listen effectively and be sensitive to others   | Yes |     | I     |
| A strong commitment to Equal Opportunities   | Yes |     | A I R |
| High levels of motivation and a 'can do' attitude  | Yes |     | A I R |
| Discretion at all times in the disclosure of information about the school and having a strong awareness of confidentiality                   | Yes |     | A I R |
| A passion for inclusive education in a multi-ethnic environment  | Yes |     | A I R |
| Ability to be ambitious for self and others  | Yes |     | A I R |
| Ability to recognise and manage personal stress and support others in managing theirs  |     | Yes | I R   |
| <b>OTHER</b>   |     |     |       |
| A commitment to organising and running extra-curricular activities, including residential visits and exchanges                               |     | Yes | A I R |
| A sense of humour, accepting of change and a resilient approach to the demands of the teaching profession.                                   | Yes |     | A I R |

# Location

Grove Academy, Wellington Street



**Grove Academy**  
5.0 ★★★★★ - 3 reviews  
School

Directions

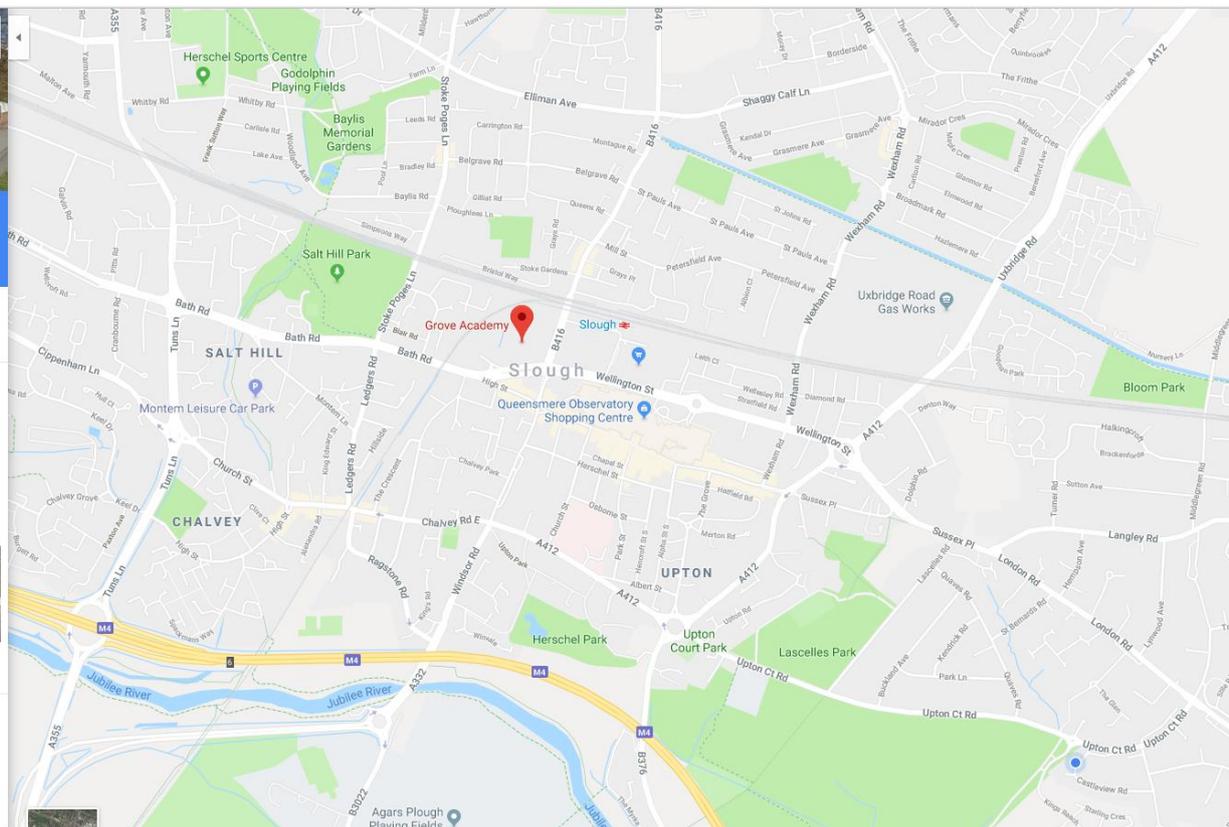
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01753 517359  
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Review summary

5.0 ★★★★★



If you are arriving from the east there is a filter road just after you go through the Wellington Street / Windsor Road junction.



If you are arriving from the west, there is a turn off on the left.

