# Secondary Recruitment Pack

Wrenn School

Teacher of History & Geography or Geography & RE

WRENN SCHOOL
*Creative Education Trust*

# Dear Colleague



**Thank you for your interest in the role of History and Geography Teacher at Wrenn School. We will also consider applications for Geography & RE Teacher.**

We are seeking to appoint an outstanding **History and Geography Teacher** to join our Ofsted rated GOOD and SECONDARY SCHOOL OF THE YEAR 2020/21 (Northampton Education Awards). You will join a thriving department and family of staff, who have made rapid improvements over the past three years.

Wrenn School joined Creative Education Trust in November 2018. Our network consists of eleven secondary and six primary academies in the Midlands and Norfolk plus a central team. Wrenn School has the ambition, the expertise and the determination to ensure that our outcomes will continue to improve alongside developing the character education of our students. To do this, it is vital that we attract the right calibre of professional to work alongside our dedicated team of staff.

"We are looking for an ambitious, experienced, committed and energetic teacher"

Your wellbeing and professional development in order to enhance your career is a priority for us. We offer a mentoring programme, annual career stage interviews, bespoke CPD training aligned with the Teacher Development Trust, supportive action research projects, staff rewards and support for family events.

We have a flexible approach to interviews and can offer a range of dates and times to suit your personal circumstances. We also encourage potential candidates to arrange a visit or meeting with one of our Senior Leaders.

We are looking for a colleague who shares the clear vision that the child is at the heart of everything we do. One who can enjoy positive, professional relationships with young people and who demonstrates high levels of resilience and emotional intelligence.

Every child is entitled to an outstanding education where they have excellent opportunities to achieve beyond their potential. Our ethos of Ambition, Excellence and Care for all is underpinned by our Proud to be Wrenn values. We strive to develop the aspirations and values of every student and member of staff.

You will be able to find a wealth of information about Wrenn School on our website www.wrennschool.org.uk which will help with your decision.

Yours faithfully

Steve Elliott

Principal

You can find out more at:
**www.creativeeducationtrust.org.uk**

# ABOUT CREATIVE EDUCATION TRUST





**Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.**

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England. It was established in 2010 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare students for their transition to adult life and employment.



## Our aims for our students are to:

- ★ Raise their attainment in exams and tests through outstanding teaching
- ★ Make them intellectually curious with a sense of confidence
- ★ Increase their participation in HE, FE and apprenticeships
- ★ Ensure they have employable skills and attitudes
- ★ Create rounded individuals through a wide choice of co-curricular activities



## We are achieving our aims through:

- ★ Educational rigour
- ★ Organisational effectiveness
- ★ Financial efficiency
- ★ Partnership & recognition of local identity
- ★ Respect for autonomous leadership
- ★ Quality not quantity
- ★ Promoting practical creativity

You can find out more at:
**www.creativeeducationtrust.org.uk**

# ABOUT WRENN SCHOOL





**We are a mixed secondary school, catering for children between the ages of 11 and 18 years and located in Wellingborough, Northamptonshire.**

Since November 2018 we have been part of the Creative Education Trust. This has enabled the school to rigorously pursue rapid improvement for the children we teach.

The school boasts many facilities and we strive to provide an inclusive and expansive education for all of the children in our care.

**Our on-site facilities include:**

- Sports fields including 5-a-side football pitches;
- Multi-Use Games Area marked up for netball and football;
- Multi-use Floodlit Astro Turf
- Performance hall with sound system and projector;
- Lecture Hall complete with tiered seating;
- Wrenn Double Decker Science Bus
- Dedicated Sixth Form Hub
- Use of visualizers in selected classrooms
- Bespoke music centre
- Specialised creative subject learning building
- Learning Resource Centre for text based resources





## Summary of Wrenn School's Progress Scores in 2019:

- Progress 8 score: **+0.03**
- Attainment 8 score: 40.1
- Pupils entering EBacc: 33.9**%**
- Staying in Education or entering employment: 95**% (2017 Leavers)**

To see full details of the school performance data please visit:
**https://www.compare-school-performance.service.gov.uk/school/139961/wrenn-school**

# SUPPORT FOR OUR STAFF




**We are committed to providing our academy leaders with the highest quality support and challenge to ensure that their schools excel and give our students the education they deserve.**

Our Principals and Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and our Director of Standards and Primary Education.

Each of the Creative Education Trust's schools benefits from a comprehensive programme of support and challenge, including working with former HMIs.



Creative Education Trust places a strong emphasis on CPD for teachers and for senior and middle leaders. We run a regular programme of training events to improve teaching performance and also provide focused management development and one-to-one coaching opportunities. We have an active cross-trust group on the Teaching Leaders programme and use Future Leaders and Teach First extensively.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Head Office team, who are available to advise on financial planning, audit, HR, legal and property matters either directly or by referral to our professional advisors.

Each of our Headteacher is a member of the Headteachers' Forum that meets regularly to help Creative Education Trust develop its ethos and strategy, and to share their professional expertise. As the network of Creative Education Trust schools grows, this forum has increasing value as a means of professional development and problem solving.

There are also a number of cross-group, phase leader and year-specific forums.



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# TEACHER
# JOB DESCRIPTION AND PERSON SPECIFICATION

**LOCATION**
Wrenn School, Wellingborough, Northamptonshire

**SALARY**
MPS/UPR Full time post
Start date: September 2021

**THE ROLE**
An adaptable, open minder and reflective classroom practitioner to deliver History and Geography to all key stages. We will also consider applications for Teacher of Geography and RE.

The successful candidate should have excellent interpersonal skills and show an understanding on 'how students learn'.

**REPORTING LINES**
The post will report to the Lead Teacher for History or Geography.

**THE ROLE**

- To teach exceptional lessons that engage and challenge all students.
- To create a supportive and stimulating learning environment in the classroom that helps all students to make excellent progress and develop as learners.
- To make a significant contribution to the values and ethos of the school.
- To actively promote and uphold all school policies, for example behaviour policy, assessment policy.

**TEACHING AND LEARNING**

- With direction from the Head of Department and within the context of the school's curriculum and schemes of work, plan and prepare effective lessons.
- Teach engaging and effective lessons that motivate, inspire and improve pupil attainment.
- Ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Ensure that all students achieve at least at chronological age level or, if well below level, make significant and continuing progress towards achieving at chronological age level.
- Direct and supervise support staff assigned to lessons and when required participate in related recruitment and selection activities.
- Organise trips and visits to enhance the learning experience of all students.

**ASSESSMENT AND REPORTING**

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy.
- To follow department monitoring and tracking systems relating to student's attainment, progress and achievement.
- Mark, grade and give written/verbal and diagnostic feedback as required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Complete the relevant documentation to assist in the tracking of students.
- To follow department policy regarding department tracking of student progress and use information to inform teaching and learning.

**SCHOOL CULTURE**

- Support the academy's values and ethos by actively promoting and contributing to the development and implementation of policies, practices and procedures.
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- To be active in issues of student welfare and support.
- Support and work in collaboration with colleagues and other professionals in and beyond the school.
- Lead or help to lead an after-school activity once per week; either curriculum based or an extra curricula club.

## COMMUNICATION

- To communicate effectively and constructively with the parents of pupils as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take an active role in activities such as Open Evenings, Parents' Evenings, Sports days etc.

## PASTORAL DUTIES

- if required, be a form tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the form tutor group as a whole.
- Liaise with the pastoral team to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of action plans and progress files and other reports.
- Alert appropriate staff to problems experienced by students.

## OTHER PROFESSIONAL RESPONSBILITIES

- Have a working and up to date knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school, including but not limited to, Health and Safety; Child protection; Assessment and marking policies; and Behaviour policies.
- Establish effective working relationships and be an effective role model to pupils through own personal presentation as well as personal and professional conduct.
- Have high expectations for every pupil and endeavour the opportunity to reach their potential and meet high expectations.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- Contribute to wider school life through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Undertake other various responsibilities as directed by the Head of Department or Principal.

## SCHOOL ETHOS AND COMMUNITY

- Work with parents and students to ensure that they have an understanding of the aims of the school, its policies and procedures and future direction.
- Foster a culture where students respect others and their physical surroundings through implementing a range of strategies developed with external consultants, monitoring their impact on outcomes.

## SUPPORTING THE WORK OF CREATIVE EDUCATION TRUST

- Develop strong, positive relationships with Creative Education Trust colleagues; contribute to collaborative work across Creative Education Trust schools and support other staff in participating in trust-wide work and projects.
- Participate in Creative Education Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the school and Creative Education Trust in a national context.
- Undertake any other reasonable duties deemed appropriate to the role by the Principal.

## PERSONAL QUALITIES

- Must be adaptable, flexible and open to change.
- Excellent inter-personal skills and the ability to remain constructive under pressure.
- A 'can do' and 'will do' attitude.
- High level interpersonal and communication skills.
- Commitment to equality and diversity.
- Integrity, openness, energy and enthusiasm.

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The

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successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed.

The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.

# TEACHER
# PERSON SPECIFICATION

| | Essential | Desirable |
|---|---|---|
| Qualifications | Qualified to degree level or above.<br><br>Qualified teacher | |
| Experience | Experience of raising attainment in a challenging classroom environment<br><br>Experience of reflecting on and improving teaching practice to increase student achievement<br><br>Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities | Successful teaching experience in the Secondary phase<br>Experience of raising standards through leading staff development |
| Knowledge and understanding | Thorough and up to date knowledge of curriculum area<br><br>Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour. | Evidence of raising the achievement of groups of students<br><br>Ability to analyse and interpret data effectively and act upon the information<br><br>Knowledge of how to implement inclusive education<br><br>Knowledge of curriculum requirements and developments and educational initiatives, including ICT |
| Skills | Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice.<br><br>Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards<br><br>Thinks strategically about classroom practice and tailoring lessons to student needs.<br><br>Understands and interprets complex student data to drive lesson planning and student attainment<br>Good communication, planning and organisational skills<br><br>Demonstrates resilience, motivation and commitment to driving up standards of achievement<br><br>Acts as a role model to staff and students<br><br>Commitment to regular and ongoing professional development and training to establish outstanding classroom practice. | Evidence of managing CPD |

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| | Vision aligned with Creative Education Trust's high aspirations and high expectations of self and others<br><br>Effective team worker and leader<br><br>High expectations for accountability and consistency<br><br>Genuine passion and belief in the potential of every student<br><br>Motivation to continually improve standards and achieve excellence<br><br>Effective listening skills which lead to a strong understanding of other<br><br>Relishes accountability and takes personal responsibility for their own actions<br><br>Excellent critical thinking skills; has intellectual curiosity and rigour<br><br>Proven ability to be able to build trust and mutual respect between pupils, families and staff<br><br>Strong interpersonal, written and oral communication skills.<br>Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity<br><br>Commitment to and vision for developing links with the local community<br><br>Commitment to and belief in equal opportunities and to equally value all students<br><br>Commitment to academic and personal excellence<br><br>Committed to the highest standards for child protection<br>Willingness to develop the school's links with other schools and organisations | |
| Equal opportunities | A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity | |

| | | |
|---|---|---|
| Safeguarding | A thorough understanding of up-to-date safeguarding requirements and best practice | |
| Other requirements | High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom. | |

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