



**WE ARE** ASTREA

**TEACHER OF HEALTH & SOCIAL CARE**

**NETHERWOOD ACADEMY**  
Part of Astrea Academy Trust

**Applicant Brief**



**NETHERWOOD  
ACADEMY**

Astrea Academy Trust  
INSPIRING BEYOND MEASURE



## **O**PEN LETTER FROM PRINCIPAL, JONNY MITCHELL

Dear colleague

I am absolutely delighted that you have shown an interest in applying for this crucial post at Netherwood. Netherwood is on a journey to becoming an exceptional place to learn, and I am keen to ensure that the academy community espouses the values and vision around which I have cultivated my own professional journey – and I want exceptional colleagues to join the staff community to realise the potential which Netherwood clearly has in spades.

We need to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares the clear vision that the child is at the very heart of everything we do; a colleague who is able to enjoy positive, professional relationships with young people; and, perhaps most importantly, a colleague who can demonstrate high levels of flexibility, tenacity and emotional intelligence.

We need someone who can walk the walk and be (or become) a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to help drive up standards across the academy.

Everyone connected with the academy will expect commitment and drive, but this needs to be coupled with sensibility and humility. A sense of humour and a willingness to work really hard are also huge attributes. If you feel you have the skills, expertise, energy, enthusiasm and passion to join the staff team here, please ensure you apply.

I am able to arrange visits to the academy; as such, if you would like to visit, please contact me; equally, if you would like an informal conversation about the role prior to application, please feel free to get in contact with me to arrange.

My direct email address is [jonny.mitchell@astreanetherwood.org](mailto:jonny.mitchell@astreanetherwood.org)

We are looking for people to join an academy which is improving rapidly since its first Ofsted inspection in 2021, when the academy received a judgement of Requires Improvement.

I have been at the helm here since September 2020, and have seen over the course of my first two years in charge the huge changes which have been introduced and embedded within the academy, in terms of curriculum development, teaching and learning, personal development and general behaviour culture.

Those colleagues who choose to join our ranks will be clear about what they can bring to the academy – a high level of professional and academic knowledge, a willingness to subscribe to our ways of working, a commitment to hard work and collaboration and a sense of moral justice.

Astrea and Netherwood's future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we as Astrea hold dear:

**Scholarship** - We will be informed by the best of academic and organisational thinking and research, using this where we can and expanding it where possible.

**Curiosity** - We will ask searching questions, not take things on face value, seek out the best of what is known and engage in appreciative enquiry.

**Tenacity** - We will deliver on our promises and see things through to completion. We will embody pace, urgency and determination in our focus on improving outcomes for children and on our own performance; we will learn to bounce back from disappointment and make sure we are fully committed to getting it right next time, for ourselves and for the students.



**Respect** – We expect to treat each other with respect, in all forms of communication and interaction, and we expect everyone to embrace and celebrate difference; we also expect respect of the academy and community environment.

**Responsibility** – we accept responsibility and commit to ensuring we do not place barriers in the way of students achieving the very best outcomes they can, irrespective of their back-story; we expect students to also accept responsibility for their actions.

Astrea Academy Trust is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe in high aspiration, high motivation and high achievement for all. In order to achieve this, we provide a clear behaviour policy, which ensures students are supported to achieve the high standards we have set. The behaviour policy rewards positive behaviour, allowing students to modify their behaviour whilst setting clear boundaries so that students are able to develop and discover their interests and talents, and supports their preparation for further education and the world of work.

Fundamental to the values of the Trust is a core entitlement to a knowledge-rich curriculum; in order to achieve this, our students must have access to **disruption-free learning** and our teachers must be free to do what they do best. We focus heavily on **deliberate practice**, ensuring staff and students get ample opportunity to hone their skills and routines, and much of our CPD time is devoted to developing and embedding **intellectual practice**, largely but not exclusively based on Lemov’s **Teach Like a Champion** techniques.

The academy operates a “**warm, strict**” approach, applied robustly and consistently; ensuring that disruptive behaviour by a minority of students does not negatively impact on the experience and future opportunities of the vast majority of students.

Colleagues joining the academy will share our vision for excellence, and will contribute fully to the behaviour and culture framework which governs “**how we do things round here**”.

In the application pack, you will find a range of information about the academy and our *modus operandi* – including details of our **Behaviour & Culture Framework**, our expectations of staff and students and much more.

I am fully aware of the time it takes to complete a high-quality application, and I would like to thank you in advance for your consideration of our academy.

Warmest regards

**Jonny Mitchell**  
**Principal at Netherwood Academy**



<h3>SLT Arrival Gate Duty</h3> <p>Leaders greet pupils every morning in a warm and friendly manner. This provides an opportunity to model and set expectations from the very start of the day.</p>	<h3>Entry Routine</h3> <p>A clear sequence of actions and instructions for how lessons begin in a calm and structured way. This includes a warm greeting at the threshold, with pupils entering the classroom and completing a Do Now activity in silence, undertaking a teacher led review and then transitioning to the formal start of the lesson.</p>	<h3>Silence is Golden</h3> <p>Silence is the default expectation to ensure disruption free learning.</p>
<h3>Morning Address</h3> <p>A calm and purposeful start to every day by establishing a line up routine. It provides an opportunity to check for expectations and deliver a short morning address to overcommunicate our ethos, develop character and celebrate pupil success.</p>	<h3>Exit Routine</h3> <p>A clear sequence of actions and instructions for how lessons end. This includes pupils leaving the classroom in silence to ensure a calm and orderly departure and transition.</p>	<h3>Signal, Pause, Insist</h3> <p>A simple routine to signal the need for silence allowing teachers to move from one lesson phase to another calmly and efficiently.</p>
<h3>Equipment</h3> <p>A routine to check pupils have the correct equipment during form time and a default expectation that pupils should be fully equipped with their equipment out ready at the start of each lesson.</p>	<h3>Transitions</h3> <p>Moving around the school site safely with pace and purpose. This ensures a calm learning environment which is free from noise and disruption.</p>	<h3>Habits of Attention</h3> <p>Positive baseline behaviours for learning. Supporting pupils to build internal habits to focus their attention effectively.</p>



## Our Rules

Our rules for the classroom and around the academy are underpinned by the values that drive our organisation and which all members of our community seek to aspire to every day

### Around and Beyond the Academy Rules

### Classroom Rules

- 01 Arrive to the academy on time wearing our full academy uniform with pride and adhering to our dress code
- 02 Take responsibility for ensuring our site remains clean and tidy, placing all litter in bins
- 03 Follow all staff instructions – first time, every time
- 04 Demonstrate positive social behaviours, avoid raising your voice and refrain from inappropriate physical contact with others
- 05 Ensure that you act as a responsible citizen, being respectful and supportive of all people in our community
- 06 Always transition around the academy safely with pace and purpose
- 07 Ensure all mobile phones and electronic devices are turned off and that they are not seen, heard or used during the academy day
- 08 Remember, you are an ambassador for the academy, and it is essential that you embody our values at all times.

- 01 Be polite and show respect for other people and the academy environment
- 02 Arrive on time, fully equipped and ready to learn
- 03 Enter the classroom in silence, following the entry routine
- 04 Follow all staff instructions – first time, every time
- 05 Work hard, with maximum effort – never disrupting others
- 06 Consistently demonstrate pride in the presentation of your work
- 07 Always do your homework to the best of your ability and hand it in on time
- 08 Stand in silence at the end of the lesson and follow the exit routine



# JOB DESCRIPTION

<b>Position:</b>	<b>Teacher of Health &amp; Social Care</b>
<b>Salary range:</b>	<b>MPS / UPS with possibility of TLR for exceptional candidate</b>
<b>Contract type:</b>	<b>Permanent</b>
<b>Reporting to:</b>	<b>Head of Department</b>

## Purpose of the role

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which the teacher is accountable.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers.

## Duties and Responsibilities

### Planning, Development and Coordination

- To set challenging teaching and learning objectives which are relevant to all students' in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to Health & Social Care and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of Health & Social Care to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for Health & Social Care and make recommendations in order to maintain and develop curriculum provision.



### Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn.
- To involve students' in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.
- To identify and support students' with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students' as appropriate.

### Teaching and Class Management

- To have high expectations of students' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students' feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students' to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.



- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

### **General Information and Working Arrangements**

- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

**The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.**



# PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications and Experience</b>		
Qualified teacher status in Health & Social Care	*	
Good relevant degree	*	
Teaching throughout the age (11-16) and ability range		*
<b>Skills, knowledge and abilities and professional attributes</b>		
Good organisational skills	*	
Good communication skills	*	
Good teaching skills and range of strategies	*	
Knowledge of National Curriculum	*	
Knowledge of GCSE syllabuses	*	
Ability to integrate ICT effectively	*	
Understanding of Special Educational Needs	*	
<b>Other professional attributes</b>		
High expectations of all pupils	*	
High professional standards	*	
Ability to lead, manage and work as part of a team	*	
Understanding of the need for a scaffolded curriculum	*	