



CANDIDATE INFORMATION BROCHURE



**Tamworth
Enterprise
College**
An AET Academy
To make our best better



**Academies
Enterprise Trust**
To make our best better

To inspire young people to make their best better

Dyslexia
friendly

March 2018

Dear Colleague,

Thank you for taking an interest in joining my talented team of colleagues at Tamworth Enterprise College in Staffordshire. As Principal I am extremely fortunate to work with a dedicated and enterprising team who strive daily to provide a first class learning experience for our students.

Tamworth Enterprise College (TEC) is a very special learning community, filled with enterprising and talented staff, all of whom share my vision for a thriving and vibrant Academy –where all students whatever their ability will flourish.

The last 3 years have seen many positive changes and we have just celebrated our best ever GCSE results of which the whole school community can be proud of.

I am proud to lead a school where we do not measure the success of our students by their examination results alone. We pride ourselves on the level of personalisation for all students and I firmly believe this underpins success at all levels. If you embody those values as well as high aspirations, then you will be very successful working with us!

Our goal is to become an outstanding Academy and since joining the AET family in September 2012 I believe we are firmly on that journey. Ofsted judged us in 2017 in the 'Requires Improvement' category – however following on from last year's results, high expectations of and from students and a powerful sense of purpose from the staff we believe we will be graded 'good' at the next inspection.

Being part of the AET network of schools has meant that staff at all levels have been able to access tailored CPD and internal career opportunities. The staff at TEC are our greatest resource and we will nurture and develop you throughout your career here.

It is a privilege to lead TEC and I am passionate about our students and staff. There is a shared commitment and a special community and culture here – all of which continue to inspire me on a daily basis.

We actively welcome visits – please contact my PA to organise.

Yours faithfully

Simon Turney
Principal

About Tamworth Enterprise College

‘Where enterprising people learn to lead enterprising lives’

Tamworth Enterprise College is an 11-16 Academy and in September 2012 we welcomed Academies Enterprise Trust as our Academy sponsor. We are an 11-16 Academy with just over 800 on roll and we work very closely with Landau-Forte Sixth Form College which whom we share expertise and learning resources to ensure a smooth transition for our students.

The catchment area draws from the communities of Belgrave, Glascote and Stonydelph which are located in the southern part of the town close to the M42. Over the years Tamworth has grown and developed into a thriving town and we are within easy reach of Birmingham and Derby.

A priority is given to fostering positive relationships and respect among all members of the school community. The vertical tutor group system, which has been praised by OFSTED and all stakeholders, mean that group tutors stay with tutor groups throughout a student's life at the College. A good deal of time is spent on planning personal, social and health education, taught in different subject areas. A wide programme of extracurricular activities and visits is also a prominent feature.

The work of the Special Educational Needs Department is recognised as being of a high standard. We have achieved Dyslexia Friendly Status.

The school operates a 30 period week, each period being 50 minutes in length. At KS4 significant improvements have been made by providing more choice through a curriculum fit for purpose in the 21st Century.

Ofsted and Attainment Information

To view our recent Ofsted Inspection please [Click Here:](#)

Please visit our academy website [here](#) to read more about us and view our attainment information.

Staff Profiles – Jenna Bridley (KS3 Co-ordinator/Whole school Literacy Lead)

I joined Tamworth Enterprise College, formerly Belgrave High School, in 2009 to complete the second placement of my PGCE course. The support I received from my mentor and fellow colleagues was fantastic; I was instantly made to feel part of a strong cohesive team. In what was a crucial time of my career, I was able to approach staff with all levels of responsibility for much needed advice and guidance. I learnt so much in that short space of time and I found myself developing rapidly as a result.

After successfully completing my course, I was delighted to be offered a permanent position at the school. I went on to successfully pass my NQT year and continued to teach at the school for a further three years. In this time, I became a better teacher, learning from a strong team of inspiring individuals.

Like many people, I was happy and comfortable in my position as a Teacher of English but I found myself wanting more; I wanted to challenge myself and broaden my skills and experiences. Despite uncertainty, I applied for another job and was successfully appointed as KS3 coordinator at a school in Sutton Coldfield. I went on to experience a different type of school with a different cohort of pupils; I went on to obtain new skills and I also went on to face new challenges in both my personal and professional life. All of this made me stronger and more aware of what I wanted from my career.

Despite leaving Tamworth Enterprise College, I maintained close relationships with colleagues in the English department. I found myself missing the strong supportive team I had worked with and felt a desire to return with a fresh pair of eyes.

Thankfully, Mr Turney made the decision to reappoint me as KS3 coordinator with a responsibility for whole school literacy. With zest and motivation, I was thrilled to re-join the English department and re-establish myself. What pleased me greatly was the warm welcome I received from pupils and staff alike.

In the last year, since re-joining TEC, I have helped lead the department in what was our most successful year ever! 79% of pupils achieved A*- C in English; a fantastic achievement that I am proud and privileged to be a part of. The success came from a challenging year 11 cohort and the consistent committed team that I work with.

We have also seen success at KS3 through our 'life after levels' initiative and our more rigorous cycle of assessment. Formalised assessment at KS3, linked directly to skills at GCSE, is something I feel very strongly about and this has now become part of our embedded practice within the department. I continue to drive literacy across the school: I have hosted our World Book Day event, set up a KS3 book club for both avid and reluctant readers and I have introduced the literacy leaders Programme for our Gifted and Talented students.

JOB DESCRIPTION

Post Title	SUBJECT LEADER
<p>The awarding of a TLR at any level must satisfy the requirement that the responsibility is beyond that which would be expected of all classroom teachers.</p> <p>These responsibilities at any level must:</p> <ul style="list-style-type: none"> ➤ be focused upon learning and teaching ➤ require the exercise of a teacher's professional skills and judgement ➤ require the teacher to lead, manage and develop a subject or curriculum area; or to ➤ lead and manage student development across the curriculum ➤ have an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and ➤ involve leading, developing and enhancing the teaching practice of other staff. <p>All TLR post holders must ensure the required competencies both individually and within their teams. These include:</p> <ul style="list-style-type: none"> ➤ promotion of distributed leadership and risk taking at all levels ➤ An up to date knowledge in subject, national and local policy, pedagogy, classroom management strategies, research/inspection findings, statutory requirements ➤ ICT and skill development ➤ techniques in the use of comparative data ➤ commitment to development of self and others 	
Purpose:	<ul style="list-style-type: none"> ➤ Lead, develop and enhance the teaching practice of all staff within the Department and across the School. ➤ Ensure that teaching and learning is outstanding in all areas. ➤ Develop the strategic direction and development of the department based around active engagement, system leadership at all levels and risk taking. ➤ Develop effective and clear tracking systems to raise student attainment and ensure progression. ➤ Ensure effective delivery of a broad, balanced relevant and differentiated curriculum for students. ➤ Be responsible for Quality Assurance across department. ➤ Develop extra-curricular and enrichment provision within the Department – with a continued focus on the identification and promotion on PLTs. ➤ Meet with partner secondary and primary schools, to promote positive sustainable partnerships that will enhance the provision of enrichment across the TEC community. ➤ Support the principles and ethos of the School and contribute to the delivery of the 5 themes of Every Child Matters.
Reporting To:	Head of School

Accountability:	Standards of learning and teaching. Planning, monitoring and evaluation of a curriculum to achieve high student attainment and achievement.
MAIN CORE DUTIES	
Learning and Teaching (PURPOSE):	<ul style="list-style-type: none"> ➤ Ensure there is a high quality of climate for learning within the department and promote the Positive Learning Culture and values of the school. ➤ Monitor and evaluate teaching and learning standards within the department to inform the self evaluation process. ➤ Promote high expectations of student attainment ➤ Use data analysis to provide a focus for the strategic development of teaching across the department. ➤ Use data to set appropriate and challenging targets for student performance at both departmental and individual teacher level. ➤ Ensure personalised intervention is provided (study support, exam target groups, and partnerships, out of hours / off site learning) within the department. ➤ Use data to inform the strategic deployment of teachers in the department and to monitor and evaluate standards within both the school and national context. ➤ Set appropriate challenging targets for the department using value added data at school, regional and national level as benchmarks for performance. ➤ Ensure marking and assessment is carried out effectively within the department and that the school policy regarding reporting is met. ➤ Manage behavior for learning' within the department. ➤ Ensure training supports learning priorities within the department. ➤ Produce annually the department development plan and maintain an up-to-date departmental SEF. ➤ Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department – liaising with the Cover Supervisor / relevant staff.
Curriculum (PURPOSE):	<ul style="list-style-type: none"> ➤ Deliver and evaluate the curriculum in conjunction with the Deputy Headteacher to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims and strategic objectives. ➤ Ensure the department's schemes of learning, action plans, policy documents are current and in place. Support the preparation of courses and lessons. ➤ Ensure appropriate resources are available for effective curriculum delivery ensuring value for money in all aspects of Department operation (including department budget) ➤ Quality Assure the department environment for learning – including home-learning activities. ➤ Keep up to date with national developments in the subject area and teaching practice and methodology. Actively monitor and respond to pedagogy and curriculum developments/initiatives at national, regional and local levels. ➤ Liaise with the Examination Officer to maintain accreditation

	<p>with the relevant examinations boards.</p> <ul style="list-style-type: none"> ➤ Be responsible for the development of Key Skills / Functional Skills / PLTS within the curriculum area.
Quality Assurance (PURPOSE):	<ul style="list-style-type: none"> ➤ Establish common standards of practice across the school and develop the consistency and effectiveness of teaching and learning styles with all staff. ➤ Monitor targets within the department and to work towards their achievement. ➤ Monitor and evaluate the curriculum area in line with agreed procedures including evaluation against quality standards and performance criteria. ➤ Apply and monitor the implementation of the schools behaviour management system so that effective learning can take place.
Safeguarding (PEOPLE):	<ul style="list-style-type: none"> ➤ Be committed to safeguarding and promoting the welfare of young people. All staff are expected to share this commitment and to ensure everyone working with students on a regular basis undergo appropriate checks, including enhanced DBS checks. ➤ Complete risk assessment and safety (including security of equipment, software)
Pastoral System (PEOPLE):	<ul style="list-style-type: none"> ➤ Contribute to student tracking systems and intervention plans and keep up-to-date student records as may be required. ➤ Monitor the progress and well-being of individual students and of the form tutor group as a whole. ➤ Contribute to Action Plans and other reports. ➤ Liaise with a House Leader to ensure the implementation of the Pastoral System. ➤ Inform appropriate staff to student problems and make recommendations as to how these may be resolved. ➤ Communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. ➤ Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. ➤ Apply the behaviour management system so that effective learning can take place.
Information Systems (PARTNERSHIPS):	<ul style="list-style-type: none"> ➤ Ensure the maintenance of accurate and up-to-date information concerning the department on SIMS. ➤ Make use of analysis and evaluate performance data provided by SISRA and other packages. ➤ Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. ➤ Produce reports on examination performance, including the use of value-added data.

<p>Self & Others (PEOPLE):</p>	<ul style="list-style-type: none"> ➤ Ensure effective performance management within the department. <ul style="list-style-type: none"> • Line manage classroom teachers and support staff • Monitor and challenge professional standards within the department • Develop the strategic goals of professional development within the department • Support Line Managers in any capability process • Support the development of colleagues through monitoring, mentoring and coaching • Chair meetings within the department as appropriate ➤ Undertake Performance Management Review(s) and to act as reviewer for staff within the department. ➤ Participate in the interview process for teaching posts when required and to support effective induction of new staff in line with school procedures. ➤ Participate in the school's ITT programmes. ➤ Promote teamwork and to motivate staff to ensure effective working relations.
<p>Community (PARTNERSHIPS):</p>	<ul style="list-style-type: none"> ➤ Communicate effectively with parents of students as appropriate and fully co-operate with persons or bodies outside the school. ➤ Maintain curriculum area of website and update achievements and home learning on a regular basis to ensure that all stakeholders are familiar with its aims and objectives. ➤ Provide governors and parents a termly update of department activities to support effective communication with stakeholders. ➤ Arrange liaison activities such as Open Evenings, Consultations / Review days and liaison events with partner schools and the PTA. ➤ Contribute to School marketing activities, e.g. School Prospectus and material for press releases. ➤ Develop a shared use of resources to the benefit of the School, department and students. ➤ Lead the development of effective links with partner schools and the community, attendance where necessary at liaison events in partnership schools and the effective promotion of subjects at Open Days / Evenings and other events. ➤ Contribute to the development of effective subject links with external agencies. ➤ Maintain a positive approach at all time and promote mutual respect.

OTHER SPECIFIC DUTIES:

- **Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.**
- Support the school to meet our legal requirements for collective worship.
- Promote actively the school's corporate policies
- Continue personal development as agreed.
- Comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- Undertake any other duty as directed by the Headteacher or specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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.

Employees are expected to show a mutual respect to colleagues and provide a welcoming environment to visitors.

The school 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.

This job description is current at the date shown, but in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Other clauses:

- The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD)
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
- Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

PERSON SPECIFICATION

	Essential
Qualifications	<ul style="list-style-type: none"> Degree + PGCE
Experience, Skills and knowledge	<ul style="list-style-type: none"> 1. Evidence of excellent teaching ability 2. Experience of recent and sustained improvement in outcomes – to be evidenced 3. Demonstrated ability to innovate teaching & Learning and an ability to think creatively and take managed risks 4. Knowledge of tracking systems to inform improved student outcomes. 5. Excellent communication skills to further Quality Assurance strategies and develop teamwork 6. High competence in ICT and data handling 7. Experience of parental / community involvement to secure improved outcomes
Personal Qualities	<ul style="list-style-type: none"> 1. Personal impact and presence alongside a relentless enthusiasm, reliability and commitment to a Faculty / personal vision for t&L (linked to whole school vision) 2. Creative thinker and happy to take managed risks. 3. Commitment to distributed leadership and lifelong learning through own and others development to enhance succession planning. 4. Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally 5. Commitment to the development of 21st Century learning skills and lifelong learning 6. Able to balance high quality t&L, improved achievement alongside a best value model. 7. Commitment to safeguarding and promoting the welfare of children and young people. Willingness to undergo appropriate checks, including enhanced DBS checks. 8. Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline 9. A willingness to demonstrate commitment to the Rawlett values and behaviours.

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google for Education

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it.

Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.