



Email: vacancies@bolderacademy.co.uk

www.bolderacademy.co.uk

March 2021

Dear Candidate,

**Head of RS and Citizenship - Mainscale or upper pay spine with a TLR2
A Bolder Future Awaits – Teacher Application Pack**

Thank you for considering Bolder Academy as the next step in your career. I hope this brief letter explains what we are about and why it is an exciting place to choose to work.

We are looking for a strong, committed and enthusiastic Head of RS and Citizenship. The person we are looking for has to be able to teach KS4 RS and PSHE and have a keen interest to develop Key Stage 5 in the future. We have a large and strong cohort of students who want to take the GCSE.

Bolder Academy is a relatively new, mixed, non-denominational school which opened in September 2018. Set up by primary and secondary Headteachers of the London Borough of Hounslow to meet the demand for extra school places, we are a strong part of the community. In September 2021 we will be in our brand new purpose built accommodation with fantastic facilities and extensive outside grounds. The school will also have grown to 4 years groups (Years 7 to 10). We are very excited about this new future.

Extraordinary partnerships have been formed with key local businesses such as Sky resulting in a 'bold' education: a traditional, highly academic curriculum combined with brilliant extra-curricular opportunities.

Starting with year 7, we know every Bolder student and their family exceptionally well; strong relationships and great communication is the Bolder way. Bolder Academy offers our students and our staff to shine brighter, to be bolder.

I look forward to meeting with you,

Heidi Swidenbank

Headteacher



The Bolder Way and You

Bolder Academy will be an exceptional place to teach. We know that by joining the team, at this stage, a Bolder future truly awaits you.

You

Creativity, innovation and imagination are at the heart of everything we do. We know that this can only be achieved if we look after our staff, you.

We will support you to be courageous and try new things, question traditional ways of 'doing school', and encourage you to grab opportunities and take risks. We'll support you every step of the way.

We want all our staff and students to find their voice and express themselves.

Applications from NQTs or agencies should not apply for this post.

Our commitment to you:

- **Providing flexibility:** You will benefit from an early finish every Friday.
- **Putting what matters most above all else:** We have the highest expectations of our students and our staff. We recognise that unnecessary burdens, bureaucracy can get in the way and must be removed if we are to achieve great things. Say goodbye to meetings: 'agenda item 1: meeting for the sake of meeting.' Say hello to assessment systems which are workable, efficient and, above all, designed to have the most impact on students and support staff well-being.
- **Time:** With a longer day for students there will be no expectation on you working in the evening. You will be given the time to do your day job in the day. Friday is a shorter day – meaning you can start your weekend earlier.
- **Pay:** Bolder's pay scales benefit from the Outer London uplift.
- **Career Progression:** We are ambitious not only for our students but for our staff. Joining the Academy in its early stages, will provide you with all the experience and skills for you to make your next career move. You will make an impact, you will make a difference, you will contribute to the creation of Bolder Academy.
- **Professional development, coaching and mentoring:** Bolder's professional development budget and the opportunities on offer are substantial. Each member of our staff can choose to be coached and mentored, allowing you to develop skills, career goals in areas of most interest to you.



- **Working environment:** Our state of the art building, due to open in 2021, provides the perfect environment for all to learn, teach and succeed.
- **Wellbeing:** We provide staff with an employee assistance programme with the recognised charity Education Support which gives free and confidential 24 hour/365 days a year support. Bolder also offers free annual flu jabs and a wellbeing day for staff.
- **An easy commute:** From 2021, the new building is a 10-minute walk from Syon Lane station, the stop before Isleworth, and is located in Macfarlane Lane, Isleworth.

The Bolder Application

"We need a different kind of education, one that combines deep thinking (head); growth, character and dialogue (heart); and an ability to solve problems, generate ideas and engage in the world (hand). School should be, above all else, a place of learning in all its expansive complexity: learning how to think, learning how to live, learning how to create." Peter Hyman, School 21

Creating a different kind of education, a bold future, for our staff and students, requires a certain type of teacher. Undeterred by the teacher recruitment crisis, we know what we are looking for.

Our vision is one of excellence and ambition which is built on a bedrock of strong moral purpose. We are dedicated to creating optimism, openness, and brilliance.

As a member of staff, you will play an integral part in developing the Academy's culture from its inception. You, as one of the founding member of staff, will be responsible for promoting our vision, developing and embedding our values, turning the words on our page into reality.

You will be passionate about teaching RS and Citizenship and, have a willingness to teach outside of your subject in the opening years of the Academy.

Details of the job description and the job specification are attached. It is important that you address the points in the job specification in your application form.

Further information about the Academy can be found on our school website
www.bolderacademy.co.uk

To apply, please click on the 'Apply' button on our TES listing to fill out an online application form. Alternatively, please complete the teaching application form which can be found on the website:
www.bolderacademy.co.uk/vacancies

If you do have any questions or you would like a word version of the application form, please email
vacancies@bolderacademy.co.uk



Bolder is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to safeguarding undertake online training and all positions are subject to an Enhanced Disclosure and Barring check from the Disclosure and Barring Service (DBS). Two references will be sought for every candidate that is called for interview.

Bolder is an Equal Opportunities Employer.

Timeframe for Recruitment

Closing date for applications	<p>19 April 2021 by 9 am, or earlier if suitable applications come through.</p> <p>Interviews will be held according to application and we will consider interviewing early if we receive a strong application.</p>
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Person specification: All teachers

		Essential	Desirable	Evidence
Qualifications and Experience				
1	Degree.	Y		A
2	Qualified teacher status and qualified to work in the UK.	Y		A
3	A commitment to own professional development.	Y		A
4	Strong knowledge and understanding of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.	Y		A, I
5	Experience of delivering good to outstanding lessons to students of all ages and abilities.	Y		A, I
7	An ability to use information to inform intervention in terms of teaching and learning to raise achievement.	Y		A, I
8	Experience of implementing behaviour management strategies consistently and effectively.	Y		A, I
9	Experience of supporting students of all ages and abilities to make excellent progress.	Y		A, I
10	An up to date knowledge of the curriculum area and experience of having designed or contributed to the design of effective, imaginative and stimulating lessons or Schemes of Work.	Y		A, I
11	Able to write and speak fluent English.	Y		A, I
Skills to motivate, inspire, and challenge all students by:				
12	Establishing a safe and stimulating environment for students, rooted in mutual respect.	Y		A, I
13	Setting goals and objectives that stretch and challenge students of all backgrounds, abilities and dispositions.	Y		A, I
14	Demonstrating consistently, the positive attitudes and behaviours which are expected of students.	Y		I
Personal Attributes and Behaviours				
15	Vision aligned with Bolder Academy of high aspirations and high			

	expectations of self and others.			
16	Personal impact, presence and confidence: wanting to be part of something new.	Y		I, R
17	Adaptability and flexibility to changing circumstances and new ideas.	Y		I, R
18	Passionate and dedicated - ensuring students are successful, a belief that schools have a responsibility to prepare students for their lives - not just for exams.	Y		I, R
19	Creative, courageous and resilient.	Y		I, R
20	Willingness to 'roll sleeves up' and 'get stuck in.'	Y		I, R
21	Strong negotiation and diplomacy skills and can take feedback.	Y		I, R
22	Ability to work under pressure and to meet deadlines.	Y		A, I, R
23	Willing to take responsibility and ownership.	Y		A,I,R
24	Ability to form and maintain appropriate relationships and personal boundaries with young people.	Y		I, R
25	Team player.	Y		I
Ability to Fulfil Wider Professional Responsibilities				
26	Potential to make a strong, positive contribution to the wider life and ethos of the Academy.	Y		I, R
27	Ability to develop effective professional relationships with colleagues, students and parents.	Y		I, R
28	Effectively promote students and staff successes.	Y		I, R
Others				
29	The ability to or willingness to teach outside subject area.		Y	I
30	This post is subject to an enhanced DBS.	Y		A, I, R

Key to Evidence: A = Application I = Interview R = References

Head of Department Job Description

Set high expectations which inspire, motivate and challenge pupils.	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect. • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Promote good achievement and outcomes.	<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes. • Plan teaching to build on pupils' capabilities and prior knowledge. Guide pupils to reflect on the progress they have made and their emerging needs. • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. • Encourage pupils to take a responsible and conscientious attitude to their own work and study.
Demonstrate good subject and curriculum	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings. • Demonstrate a critical understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
Plan and teach well-structured lessons	<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and pupils' intellectual curiosity. • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
Adapt teaching to respond to the strengths and needs of pupils.	<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. • Demonstrate an awareness of the physical, social and intellectual development stages of development. • Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive assessments	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Make use of formative and summative assessment to secure pupils' progress. • Use relevant data to monitor progress, set targets and plan subsequent lessons. • Give students regular feedback, both orally and through accurate marking and encourage students to respond to feedback.
Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Have high expectations of behaviour and establish a framework for discipline, with a range of strategies using praise, sanctions and rewards consistently and fairly. • Manage classes effectively using approaches which are appropriate to pupils' needs, in order to involve and motivate them. • Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.
Fulfil wider professional duties.	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the Academy including involvement in extra-curricular activities. • Meet the expectations set out in the Staff Code of Conduct and Expectations. • Promote the values of the school amongst students and staff and parents. • Work harmoniously and positively with all in the Academy. • Engage effectively and in line with the school ethos when taking on the role of a form tutor / mentor. • Deploy support staff effectively. • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicate effectively with parents with regard to pupils' achievements and wellbeing.
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside the school.	<ul style="list-style-type: none"> • Treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position, having regard to the need to safeguard pupils' wellbeing in accordance with statutory provisions. • Show tolerance of and respect for the rights of others. • Do not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

	<ul style="list-style-type: none"> • Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Bolder Academy or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation. • Meet the statutory requirements for safeguarding.
Teachers on UPS	
UPS Professional attributes	<ul style="list-style-type: none"> • Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. • Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.
UPS Professional Knowledge and understanding	<ul style="list-style-type: none"> • Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential • Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those related to public examinations and qualifications • Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs • Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses with them • Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.
UPS Professional duties	<ul style="list-style-type: none"> • Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of the learners and which integrate recent developments, including those relating to subject/curriculum knowledge • Implement an Academy wide policies / practices which is effective and impactful. Have teaching skills, which lead to learners achieving

	<p>well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</p> <ul style="list-style-type: none"> • Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. • Promote collaboration and work effectively as a team member and work well with the senior team as well as others in the Academy. • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
Responsibilities as a TLR Post Holder	
Leadership and Management	<ul style="list-style-type: none"> • Demonstrate an uncompromising and highly effective drive to improve achievement, or sustain the highest level of achievement, for all students, over a sustained period of time. • Ensure all team members fulfil their roles effectively as a teacher and students outcomes and achievement is strong through all Key Stages. • Work in close harmony with the senior leadership team and commit to ensuring students are taken through their GCSEs in a highly effective way. • Lead by example and demonstrate passion and ambition for the Academy, subject and its students. • Take part and lead in self evaluation activities. • Support with the production, implementation, monitoring and evaluation of a subject / team development plan in line with the Academy's priorities and development plan. • Focus relentlessly on improving the quality of teaching and learning and assessment within the classroom and ensure that it impacts on learners. • Provide highly positive, memorable and rich experiences for high quality learning which contributes to student achievement within the subject area and their spiritual, moral, social and cultural development. • Employ highly successful strategies for engaging with parents and carers. • Employ highly effective strategies to improve achievement and progress by: seeking out and modeling best practice, reflecting on the quality of teaching, learning, behaviour and progress, being open to coaching, dialogue, mentoring and support. • Seek regular feedback through line management and be positive and active in team meetings to allow for effective communication and dissemination. • Communicate effectively and resolve conflict.

	<ul style="list-style-type: none"> • Take part in staff appraisal and, absence management meetings (if applicable). • Use appropriate strategies to tackle student and staff underperformance and celebrate student achievements. • Play an active role in quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which allow for greater consistency in teaching and learning. • Work effectively and positively with the governing body, the leadership team and all other staff. • As a leader and manager in the classroom contribute to the overall leadership and management of the Academy and be proactive in supporting an ethos that recognizes and celebrates success and promotes high expectations and aspirations. • Contribute to the effective management of the Academy through the implementation of Academy policies, code of conduct. • To be a visible presence around the Academy. • Attend meetings and parents' meetings relevant to the post.
Other aspects: <ul style="list-style-type: none"> • During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 1984 and the requirements of GDPR. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Teachers at Bolder will also be responsible for any other duty deemed reasonable as directed by the Headteacher. 	
Signed:	
Date:	