

Candidate Information Pack:

Geography Teacher - Temporary
The Birley Academy



The Birley Academy
A L.E.A.D. Academy

Welcome

Dear Applicant,

Thank you for showing an interest in the post of Geography Teacher at The Birley Academy.

We are a popular secondary school situated in the south east of Sheffield. We have a modern building set on a pleasant campus and enjoy excellent facilities.

The acronym L.E.A.D. embodies the four core principles at the heart of the trust: strong leadership at every level; empowering every student to aim high; giving every student the opportunity to achieve and constantly driving for improvement. At The Birley Academy, this is at the heart of everything we do.

Our vision is simple: to ensure that we constantly challenge ourselves and our students to aspire to our very best, enjoying learning and being active members of the learning community. As part of the L.E.A.D. multi-academy trust, we work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our students. We believe that our students are entitled to nothing but the best.

If you join our team you will be joining a group of professionals who are not only enthusiastic and dedicated but a team who believe that learning is our most important activity; a team single-minded about learning for all - staff and students alike. Every member of staff is prepared to work tirelessly to ensure that learning is relevant, purposeful, engaging and rewarding. To support this, we offer an excellent CPD package aimed at supporting staff at every stage of their career; from training through to headship. We work with partners such as L.E.A.D. TSA, PiXL and Learn Sheffield as well as a host of other nationally recognised providers.

As part of the team, you will be encouraged to be a reflective and open practitioner and you will be supported at every step by the senior leadership team and experienced colleagues to enable you to develop as a highly effective practitioner and leader.

Our students are simply amazing. They are hugely rewarding to work with and very capable of fantastic achievements. All your hard work will be repaid with tremendous loyalty and respect. The Senior Leadership team have a clear strategic plan for the school. As an experienced group of leaders, they strive for continual improvements in standards and to provide the best learning experiences for all students. We are firmly focused on making the school the best it can be.

If you have ability and potential, if you are resilient and creative, if you have a sense of humour, an enthusiasm for learning and if you are prepared to work relentlessly towards further equipping our students with the knowledge, skills and confidence for a successful career and future life opportunities, then I look forward to receiving your application.

Yours sincerely,



Gina Newton
Headteacher

Role: Geography Teacher

Reporting to: Curriculum Leader for Geography

Salary: MPS/UPS

Location: The Birley Academy, Sheffield, S12 3BP

We are looking to appoint a Geography teacher to join our amazing department from January 2022 until the end of the academic school year.

STRATEGIC PURPOSE

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the students in your care
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all students and the LEAD Trust values
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes
- To ensure that you provide a safe and happy environment that promotes the welfare of children
- To ensure all safeguarding and child protection policies are adhered to

CORE RESPONSIBILITIES

Teaching and Learning

- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how children learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study
- Encourage students to develop study skills in order to learn more effectively and with increasing independence

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the curriculum, foster and maintain students' interest in the subject, and address students' misconceptions

- Demonstrate a critical understanding of developments in the curriculum, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced
- Demonstrate a clear understanding of appropriate teaching strategies for literacy

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students 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 all students

- Know when and how to differentiate appropriately
- Understand how a range of factors can inhibit students' ability to learn, apply this understanding to overcome these restrictions to learning
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages
- Have a clear understanding of the needs of all students, 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 use of assessment

- 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 students' 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 the feedback

Behaviour and Safety

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy'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 students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

- Carry out break and lunch /tram supervision and other duties as directed and within the remit of the current School teachers' pay and Conditions Document
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support
- Deploy support staff effectively
- Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and well being
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual student progress and attainment in order to inform regular academy development planning
- Carry out any such duties as may be reasonably required by the Headteacher

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues

- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management

The above duties are not exhaustive and post holders may be requested to undertake activities reasonably assigned to these by SLT.

Person Specification

Qualifications and experience

- Qualified teacher with QTS or recognised equivalent
- Teaching experience within the relevant age range and/or subjects applying for
- Experience of successful co-ordination of a relevant curriculum, pastoral or development project

Domain One: qualities and knowledge

- Creates a stimulating and safe learning environment
- Establishes and maintains a purposeful working atmosphere
- Plans, prepares and delivers the curriculum as relevant to the age and ability group/subjects taught
- Assesses and records the progress of pupils/students' learning to inform next steps and monitor progress
- Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of their school community
- Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom
- Teaches using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles
- Encourages children in developing self-esteem and respect for others
- Deploys a wide range of effective behaviour management strategies
- Communicates to a range of audiences (verbal, written, using ICT as appropriate)
- Demonstrates current knowledge and understanding of national and local education issues
- Contributes to a culture of collaborative working to develop professional practice

Domain Two: pupils and staff

- Demonstrates consistently high standard of classroom practice, teaching strategies or positive pastoral outcomes
- Develops in pupils/students a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality
- Promotes a classroom environment that values the success and sense of wellbeing of each pupil/student, focused on safeguarding and developing their spiritual, moral, social and cultural development and exemplary behaviour

- Demonstrates continuous self-directed development and evidence of coaching/mentoring of team leadership to develop colleagues

Domain Three: systems and process

- Would be able to build upon current academy improvement plans

Domain Four: the self-improving school system

- Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning
- Demonstrates entrepreneurial and innovative approaches to classroom improvement

Personal qualities

- Passionate about education and the benefit of learning a language
- Approachable, enthusiastic and creative
- Leads by example, demonstrating integrity, resilience and clarity Committed to the L.E.A.D. principles



L.E.A.D. Academy Trust

L.E.A.D. Academy Trust comprises of twenty five academies across Nottingham, Leicester, Derby, Lincoln and Sheffield. Our philosophy is to; lead, empower, achieve and drive.

At the heart of our Trust is the development of outstanding leaders. We empower individuals in our schools to provide the highest quality education, enabling every pupil to realise their full potential. We have also been recognised by Ofsted as a leading academy sponsor, securing rapid and sustainable improvement through the research and application of best practice across operational areas.

The combination of autonomy and collaboration across key areas of leadership and management underpinned by shared vision, values and best practice positions L.E.A.D. as a truly unique Academy Trust.

To view our 'L.E.A.D. Family Brochure' please visit:

www.leadacademytrust.co.uk

To see the wonderful achievements, proud moments and diverse events happening across our Trust please follow our twitter account:

@LEADAcadTrust



Our Leaders

One of the core priorities for the L.E.A.D. Academy Trust is the development of outstanding school leaders. We are dedicated to providing an organisation which will:

- develop inspirational school leaders for the future through high quality recruitment, professional development and coaching;
- invest in joint training, peer coaching, sharing good practice and professional dialogue in a climate of trust;
- continually improve, exploring new ways of working, alternative curriculums and innovation;
- strategically plan to produce the next generation of high quality school leaders.





Our Support

We provide a range of high quality, professional services to schools in nine core areas:

Financial Management

Project Management

Procurement

ICT Management

Human Resources

Leadership Development

Legal Support

Governor Support

Education





How to Apply

Please send a completed application form and covering letter addressed to and marked for the attention of the Headteacher. (hr@birleysecondaryacademy.co.uk)

Closing Date: 6th December 2021

The L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

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