

# English Teacher



## Information Pack



DRIFFIELD  
SCHOOL  
& SIXTH FORM

Believe • Achieve



# Believe • Achieve



“A proud and confident community:  
achieving success through trust  
and respectful relationships.”



## General Information about the School

---

We are an 11-18 comprehensive school with approximately 1400 students on roll. We are part of the Educational Alliance Multi Academy Trust, an established trust which is developing collaborative partnerships with academies across the Humber region. There are currently five academies within the trust: South Hunsley School, Hunsley Primary, North Cave Church of England Primary School, Malet Lambert, The Snaith School and Driffield School and Sixth Form. North Cave Church of England Primary School will shortly be joining the trust. South Hunsley School is a Teaching School (The Wolds TSA) and is a School-Centred Initial Teacher Training Provider. Each school within the Education Alliance retains its own identity whilst sharing the trust's strong vision and values.



'Driffield School  
& Sixth Form is  
a friendly and  
happy place'.

Ofsted Inspection report January 2020

Driffield School and Sixth Form is a friendly and supportive school; and we do everything we can to ensure that every individual child receives the care, support and guidance they need to thrive and be the best they can be. Our fantastic team of hardworking and caring staff are fundamental to this success; as a result we invest heavily in professional development to enable our staff to flourish, continually develop and access in-house career opportunities. We have a long tradition of being an inclusive and supportive school, aiming for all students and staff to enjoy learning, experience success and develop their full potential.



Staff, governors, students and members of the community have worked together to create a new vision of the key qualities and values they would like to see in the school:

## Believe • Achieve

*A proud and confident community: achieving success through trust and respectful relationships.*

As this dynamic new vision statement illustrates, it is an exciting time for the school which has enormous potential. The hard work of staff and students has resulted in a record number of the highest grades. At A Level, 48% of our students achieved A\* to B grades (a 11% increase on the previous year) and 78% A\* to C grades. We are really proud of our students' efforts and achievements and this year saw a wonderful set of results for students who can move successfully into employment, apprenticeships and further study in Higher Education after a 99.4% pass rate.

At GCSE level in 2019 a record number of students achieved the highest grades. Our basics measure has improved for the fourth year running with 66% of students achieving at least a standard pass in both English and Maths and 44% achieving a strong pass or above in English and Maths. The number of students achieving grades 7 and above has doubled over the last two years.

'Staff and pupils  
work well  
together.  
They work very  
hard to achieve  
their ambitious  
goals'.

Ofsted Inspection report January 2020



Our facilities have been designed to ensure the environment promotes learning and these include a purpose built Art and Technology building and a state of the art Performing Arts block. A £12 million investment has been completed to update the school's North Building and the energy efficiencies this will create will be reinvested into teaching and learning. All our facilities are actively used by the local community outside school hours. We also have access to the East Riding Leisure Centre (adjacent to the school site) which is equipped with the latest fitness equipment for the benefit of students and staff who are able to access discounted membership rates. The school is also able to use residential facilities at Spiers Bank House, an ex-forestry commission house located near Pickering in the North York Moors.



'Pupils are happy  
at the school  
and say that it  
feels safe'.

Ofsted Inspection report January 2020



Within the Education Alliance Multi Academy Trust, there are also further opportunities to develop and progress. As a trust, we are here to make great schools and happier, stronger communities so that people have better lives. We do this by always doing what is right, trusting in each other and standing shoulder to shoulder, and doing what we know makes a difference. Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.

'Staff feel valued  
and supported  
and proud to be  
working in this  
school.

Ofsted Inspection report January 2020



We are proud of our school and welcome the opportunity to show prospective staff who are interested in any current vacancies around the site.

For more information about the school and everything we have to offer, please visit [www.driffieldschool.net](http://www.driffieldschool.net).

# THE WORKLOAD CHARTER



## CULTURE

The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.



## WORKLOAD

The trust supports the principle of 1265 hours for teaching staff, and where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group, they should not be given directed work.



## LESSON PLANNING

Staff are not expected to submit daily or weekly plans. IT systems will be aligned to establish systems and processes that minimise the replication of effort across different schools.



## MARKING AND FEEDBACK

- There will be no central trust-wide or school-wide approach.
- There will be no centrally prescribed frequency of written feedback.
- Each subject may have a different approach developed by subject experts.
- We may mark less in terms of number of pieces of work but with greater impact.
- There will be no acknowledgement marking.



## DATA COLLECTION

Schools collect student performance data three times a year to ensure they can monitor progress without over-burdening staff. Teachers are only asked to input data that requires their professional judgement.



## EMAILS

There is no expectation that staff respond to emails outside normal working hours. We want all staff to be able to achieve a healthy work-home balance and we trust the professional judgement of our staff to make decisions about when they work outside school hours.



## INSPECTION

The trust does not conduct 'mocksteds' that require teachers to provide lesson plans or that involve processes outside the normal monitoring and evaluation and performance management policies.



## WORKING PRACTICES

Where new initiatives are introduced, they should be based on evidence that they are likely to improve student outcomes and serious consideration must be given to what we are going to stop doing to 'make space' for what is new.

## Our Trust

---



The Education Alliance Multi-Academy Trust was established in 2015 so that South Hunsley School and Sixth Form College could support the setting up of Hunsley Primary School, the East Riding's first and only Free School.

In February 2016, Malet Lambert School, an 11-16 school in Hull, joined the trust and the following year, Drifffield School and Sixth Form joined as a sponsored academy. The most recent secondary school to join is The Snaith School, an 11-16 school, and North Cave CE Primary School joined at the start of the academic year 2019-20. In addition to the six schools, South Hunsley School is also a Teaching School (The lead in Wolds Teaching School Alliance) and a National Support School.

The trust also operates Yorkshire Wolds Teacher Training, the only SCITT based in East Yorkshire, which is training a new generation of primary and secondary teachers in East Riding and Hull.

### **Our purpose:**

We are here to make great schools and happier, stronger communities so that people have better lives.

### **How we do this:**

The way we do this is by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference

Doing what is right means always acting with integrity, in the interests of others, and being honest, open and transparent.

The trust has a clear, transparent and effective governance framework. Further information regarding the Members, Trustees and Governing Bodies can be found on the trust website alongside our Governance Framework and Scheme of Delegation.

Jonny Uttley  
CEO, The Education Alliance





## Introduction from the Executive Principal

---



Thank you for your interest in working at Driffield School and Sixth Form. I hope that, after reading the information provided, you will feel not only encouraged to apply, but excited by the opportunities that Driffield has to offer.

I took up post at Driffield School in May 2018 and, having worked in a variety of schools, I was attracted by the huge potential of the students and the school. For me, Driffield has the perfect comprehensive mix of students. We are challenged in our teaching by both our most able, many of whom secure places at Russell group universities, and by those who rely on us for the extra support and care they can sometimes need. Our students are a pleasure to teach and are our greatest assets. I have no doubt that Driffield School will be an outstanding school, but this is not the driver for myself, the governors or the staff. We want to provide the very best of educational experiences for every young person in our local area and this is our motivation.

Almost two years in at Driffield, and I am clear about our many strengths as well as some of the challenges that remain. I have extremely high expectations of myself, of staff and of students. However, we work by the motto of "Work hard and be nice to people". We are not complacent and as a school and an organisation, we are genuinely committed to our students and our workforce and these pledges are explained in both the 'Tackling Workload Together' and 'Together We Make Better Lives' booklets.

I firmly believe in earned autonomy and delegated leadership. Driffield offers a great opportunity for colleagues who are passionate about making a difference in an improving school and a supportive organisation to join us at this exciting stage in our journey.

This is undoubtedly an exciting time to join Driffield School and Sixth Form and the Education Alliance. We very much look forward to hearing from you and thank you for your interest in our school.

Best wishes  
Scott Ratheram  
Executive Principal



# School Development Plan 2019–2022

Vision: A proud and confident community: achieving success through trust and respectful relationships

Key Priorities	Focus Area	Targets
<p><b>1</b> Raise achievement through a curriculum that it is ambitious, well designed and sequenced across all key stages, equipping students with the knowledge and skills for future learning and employment</p>	<p><b>11</b> Raise achievement, particularly for the most disadvantaged, boys and those with SEND, through an ambitious curriculum, that is adapted to support all students in our context, and provides opportunities for those that fall behind to catch up</p> <p><b>12</b> Develop and embed a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<ul style="list-style-type: none"> <li>• An increasing proportion of students have a positive Progress 8 score and secure the qualifications they need for future learning and employment</li> <li>• A full curriculum, driven by aspirational ambitions for all learners, is tailored to meet the needs of all students</li> <li>• Improved outcomes for key groups of students, including disadvantaged, boys and SEND learners</li> </ul>
<p><b>2</b> Ensure that teaching and assessment are effective, evidence informed and focus on ensuring students can retain and recall the knowledge and skills needed to thrive</p>	<p><b>21</b> Continually improve our teaching over the next three years by embedding subject specific and evidenced informed strategies that do not create unnecessary workload for staff.</p> <ul style="list-style-type: none"> <li>a) 'Teaching to the top' and scaffolding so that work given to students is demanding</li> <li>b) Skilful assessment that drives responsive teaching and effective feedback</li> <li>c) Careful sequencing and modelling of new ideas and concepts</li> <li>d) Planning opportunity for regular review and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance (QA) processes indicate that teaching is strong in all subject areas</li> <li>• All staff access high-quality and subject-specific CPD that positively impacts their quality of teaching</li> <li>• Effective assessment is used to drive responsive teaching, identifying misconceptions and gaps in subject knowledge</li> </ul>
<p><b>3.</b> Embed excellent attitudes to learning and respectful relationships across the school by continually raising the bar, building a culture of high expectations that permeates through all we do</p>	<p><b>31</b> Ensure that good behaviour and attitudes to learning have a positive impact on student progress through consistent implementation of Positive Discipline and the explicit teaching of learning behaviours</p> <p><b>32</b> Promote a positive and respectful culture to ensure that all students continue to be safe and feel safe</p> <p><b>33</b> Ensure that the attendance of all students, especially those with SEND and those eligible for the Pupil Premium, is high or improving to ensure no groups of students are disadvantaged</p>	<ul style="list-style-type: none"> <li>• Behaviour is consistently good in lessons and around the site: low level disruption is rare</li> <li>• Students report that they feel safe and are well supported in school</li> <li>• Whole school attendance improves compared to last year and is on track for 95.5% (all) and 94% (disadvantaged)</li> </ul>
<p><b>4.</b> Support our students in 'Achieving Personal Excellence' through tailored support and guidance, alongside the knowledge and experiences they need for future success and happiness</p>	<p><b>41</b> Inspire our students to strive for personal excellence by providing them with a carefully structured curriculum (including APEX), a wide range of experiences and the care they need to succeed</p> <p><b>42</b> Continue to refine our CEIAG programme against the Gatsby Benchmarks so that students have a clear understanding of what they need to achieve for the careers to which they aspire, and believe they can reach their goals</p>	<ul style="list-style-type: none"> <li>• Student voice demonstrates that they feel safe and supported in keeping themselves safe outside of school, knowing how to keep themselves physically and mentally healthy</li> <li>• Evaluation shows that the careers programme can clearly evidence all the Gatsby Benchmarks</li> </ul>
<p><b>5.</b> Deliver an outstanding Sixth Form that provides our students with the support, experiences, knowledge and skills they require for successful futures</p>	<p><b>51</b> Ensure that stretch, aspiration and high expectations for all permeates through all aspects of our curriculum design and delivery so that students achieve well</p> <p><b>52</b> Further refine our provision so that high quality impartial careers guidance; non-qualification enrichment activities and a programme to develop independence and social and personal responsibility, ensures all students have successful futures</p> <p><b>53</b> Provide opportunities to highlight Year 12 and 13 as role models within the school, displaying outstanding work habits, attendance and punctuality</p>	<ul style="list-style-type: none"> <li>• ALPs grade 3 +</li> <li>• 90% of students access first choice of destination</li> <li>• At least 30% of students access Russell Group Universities</li> <li>• Increasing numbers of students access higher level apprenticeships</li> <li>• High profile Sixth Form Leadership Academy established</li> </ul>



## The English Department

---

We see English as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively. We work together as a team to develop the knowledge and skills that enable students to do this, something we have been developing recently as we continue to review our seven-year curriculum.

Throughout Years 7, 8 and 9, students build on their knowledge from KS2 and learn about the foundations of English as a subject (whether it be their study of Aristotle's rhetoric or developing an understanding of archetypal heroes and villains). This supports them in preparing for the GCSE exams, though we – as a department – firmly believe that the knowledge covered across all key stages is also important in our students developing as better, happier people. In this, the topics covered for exams (we offer GCSEs in English Literature, English Language and Media Studies, as well as A Levels in English Language, English Literature and Media Studies) support us in teaching our students to communicate successfully and develop a critical understanding of the world around them.

There is also a keen focus on staff development within our department. We frequently work together to support one another with collaborative planning and also by observing each other's practice. This builds on a cohesive CPD programme that's delivered in regular Subject Development Time, as well as the CPD that staff receive through at a whole-school and trust level. Through this, we strive to model that, as teachers, we are always learning in order to better impact the lives of our students.

## Job Description – Classroom Teacher

Purpose	
To facilitate and encourage learning which enables students to achieve high standards: to share and support the corporate responsibility for the well-being, education and discipline of all students.	
Key Responsibilities	
1	Plan and teach well-structured lessons of a high standard to students following designated programmes of study, carrying out necessary assessments, providing information/comments for records, monitor students in accordance with agreed departmental strategies, promote a love of learning and students' intellectual curiosity, set homework and plan other out of class activities to consolidate and extend knowledge and understanding.
2	Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students you serve.
3	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, parents, governors and the wider community.
4	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
5	Demand ambitious standards for all students, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in others.
6	Contribute to the corporate tasks of development, record keeping, monitoring and evaluation of lessons and maintenance of materials.
7	Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
8	Adapt teaching to respond to the strengths and needs of all students, knowing when and how to differentiate appropriately, demonstrating an awareness of the physical, social and intellectual development of students, using effective teaching strategies that match individual needs.
9	Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
10	Make accurate and productive use of assessment, providing students with regular meaningful feedback, making use of formative and summative assessment to secure student progress, using relevant data to monitor progress, set targets and plan subsequent lessons.
11	Plan and teach well-structured lessons of a high standard to students, following designated programmes of study, impart knowledge and develop understanding through effective use of lesson time, set homework and plan out of class activities to consolidate and extend knowledge and understanding.
12	Monitor and evaluate progress towards achievement of the school's aims and objectives.
13	Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework etc.
14	Work closely with and consult those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students.
15	Promote good progress and outcomes for students (knowing when and how to differentiate appropriately, demonstrating an awareness of the physical, social and intellectual development of children, having a clear understanding of the needs of all students, using effective teaching strategies that match individual needs).
16	Delivering results and meeting expectations (focuses on organisational and student needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way).
17	Coping with pressures and setbacks (works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it).
18	Achieving personal work goals and objectives (accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities; seeks to set and achieve stretching goals, aspiring to greater levels of performance and attainment for students and self).
19	Engage effectively with parents and other members of the community to resolve complaints and develop constructive relationships that support the school in realising its aims and objectives.
20	Participate in Performance Development in accordance with school policy and understand how this fits with continuing professional development.



21. Have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative and forward-thinking learning environment where children and young people thrive and maximise their potential.
22. Demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the school, the trust and the wider community.
23. Undertake any other reasonable tasks or duties assigned by the Executive Principal.

#### Specific

The specific duties of the Classroom Teacher will be reviewed on a regular basis and will change as the aims and objectives of the school change, and as and when the Executive Principal deems it appropriate.

**The key competencies and behaviours commensurate with this post are identified overleaf**

#### General Information

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the school. The post holder will undertake any other duties at the request of the Executive Principal appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 2A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *Drifffield School and Sixth Form is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*

## Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	<ul style="list-style-type: none"> <li>Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind.</li> <li>Prioritising our long-term purpose first, above short-term goals.</li> <li>Managing emotions and helping others to manage their emotions.</li> <li>Keeping promises.</li> <li>Having a genuine interest in others, seeking to understand the whole person.</li> <li>Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Live our values every day.</li> <li>Take every opportunity to communicate and apply our values, showing how they guide and inform decisions.</li> <li>Do what is right, rather than what is popular.</li> <li>Be accountable to your colleagues, students and the community, acting in service to other.</li> <li>Influence the behaviour of those around you.</li> <li>Take time to develop high trust relationships.</li> <li>Act selflessly to protect and enable the trust to achieve its purpose.</li> </ul>
Wisdom – leaders use experience, knowledge and insight	<ul style="list-style-type: none"> <li>Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence.</li> <li>Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others.</li> <li>Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation.</li> <li>Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively.</li> <li>Anticipate the future and help people prepare for change.</li> <li>Be open to opportunities and commit to learning every day.</li> <li>Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.</li> </ul>
Kindness – leaders demonstrate respect, generosity of spirit, understanding and good temper	<ul style="list-style-type: none"> <li>Demonstrating respect, generosity of spirit, understanding and good temper.</li> <li>Being kind to others, seeking opportunities to serve others for the greater good</li> <li>Leading with compassion and care, listening and engaging with the person, not the job role.</li> <li>Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others.</li> </ul>	<ul style="list-style-type: none"> <li>Be humble</li> <li>Bring your authentic self to work.</li> <li>Have the courage to be genuine.</li> <li>Lead with compassion, empathy and kindness.</li> <li>Show people you care about them.</li> <li>Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.</li> </ul>
Justice – leaders are fair and work for the good of all children	<ul style="list-style-type: none"> <li>Doing what is right, rather than what is popular or easy.</li> <li>Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.</li> <li>Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.</li> <li>Seeing and acknowledging other people's strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust.</li> </ul>	<ul style="list-style-type: none"> <li>Be accountable to others and serve our purpose.</li> <li>Be morally brave and stand up and be counted for what you believe in.</li> <li>Do the right thing, which might not be the easiest or most popular option.</li> </ul>



Competency	We do this by	Behaviours
Service – leaders are conscientious and dutiful	<ul style="list-style-type: none"> <li>Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.</li> <li>Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities.</li> <li>Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.</li> <li>Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Walk the talk and behave in an honest, open and fair way.</li> <li>Channel ambition into our schools, not ourselves, developing successors.</li> <li>Have intense professional will and personal humility.</li> <li>Have a systematic approach to manage the execution and delegation of tasks and be reliable.</li> <li>Create new habits, through the accumulation of different choices.</li> </ul>
Courage – leaders work courageously in the best interests of children and young people	<ul style="list-style-type: none"> <li>Striving for honesty, sharing the full story wherever possible and as early as possible.</li> <li>Looking in the mirror when something goes wrong.</li> <li>Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals.</li> <li>Relishing challenge and finding strength in each other, building organisational resilience.</li> <li>Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> </ul>	<ul style="list-style-type: none"> <li>Give the whole truth, the back-story and the why.</li> <li>Have skilfully led difficult conversations.</li> <li>Aim to exceed expectations and achieve things you thought you couldn't.</li> </ul>
Optimism – leaders are positive and encouraging	<ul style="list-style-type: none"> <li>Believing in our own ability, and the ability of others, to do what is right to change the world for the better.</li> <li>Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</li> <li>Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents.</li> </ul>	<ul style="list-style-type: none"> <li>Believe the best in others, help people progress and unlock their potential.</li> <li>Remain calm, professional, reliable and consistent.</li> <li>Manage your emotions well and help others do the same.</li> <li>Have and encourage a growth mind-set, believing abilities and talents can be cultivated.</li> <li>Set yourself challenging goals &amp; work hard to achieve them.</li> </ul>
Vision	<ul style="list-style-type: none"> <li>Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</li> <li>Believing in the potential of others; helping them be the best they can be.</li> <li>Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</li> <li>Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards.</li> </ul>	<ul style="list-style-type: none"> <li>Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.</li> <li>Think creatively, formulate strategies, plans and projects, aligned to our vision and values.</li> <li>Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them.</li> <li>Translate complex information with the intended audience in mind and communicate positively.</li> </ul>

## Personal specification – Classroom Teacher

	JOB REQUIREMENT	Essential	Preferred	* How assessed
Qualifications, knowledge and experience	Honours degree in relevant specialism.	√		A
	QTS or working towards QTS (which must be attained before the start date).	√		A
	Member of appropriate professional bodies.		√	A & I
	Willingness to undertake additional training or qualifications if appropriate.		√	A & I
	Knowledge and understanding of principles and practices of effective teaching and learning, monitoring/assessment and evaluation.	√		A, I & T
	Knowledge and understanding of preparation of schemes of work and lessons.	√		A, I & T
	Application of information and communication technology (ICT) to learning and teaching in subject area(s).	√		A, I & T
	Demonstrate good subject and curriculum knowledge (fostering and maintaining student interest in the subject, addressing misunderstandings, promoting high standards of literacy, utilising well-developed subject knowledge).	√		A, I & T
	Relevant experience gained in teaching and/or ITT placement.	√		A & I
Personal and interpersonal	Makes prompt; clear decisions which may involve tough choices or considered risks; takes responsibility for actions, teaching and student experience; takes initiative; acts with confidence and works under own direction; initiates and generates activity	√		I
	Upholds ethics and values; demonstrates integrity; values learning, not only for purpose, but for its own sake; believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires students to always do their best; promotes and defends equal opportunities; encourages individual responsibility for achieving challenging goals	√		A & I
	Produces new ideas, approaches and insights; delivers innovative lessons that encourage high levels of aspiration and achievement; produces a range of solutions to problems; seeks opportunities for increased levels of performance; devises effective change initiatives	√		I & T
	Focuses on organisational and student needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way	√		I & T
	Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it	√		I & T

	Accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities; seeks to set and achieve stretching goals, aspiring to greater levels of performance and attainment for students and self	√		A & I
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people.	√		I
	Enhanced DBS disclosure <i>(to be completed by preferred candidate following interview)</i> .	√		
	Willingness to undertake safeguarding training when required.	√		I

\* A = by application, R = by references, I = assessed by Interview, T = task



