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**Teacher of Girls’ PE**

**Longsands Academy**

**Recruitment Pack**

# **Contents**

* Welcome Letter – Libby Nicholas, CEO
* Welcome Letter, Hywel Jones
* Astrea Academy Trust
* Astrea Academy Trust Ethos
* Astrea Academy Trust Family
* Job Description
* Person Specification
* Child Safeguarding Policy
* Explanatory Notes
* How do I apply?

# **Welcome Letter**

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Libby Nicholas**  
Chief Executive, Astrea Academy Trust



**A Warm Welcome, from Hywel Jones – Principal, Longsands Academy**

I am delighted that you are interested in applying for the post at Longsands Academy, part of the Astrea Academy Trust since 1st September 2018. Longsands Academy is a successful, fully inclusive secondary school at the heart of its community. We pride ourselves on providing an engaging and supportive environment in which our students feel empowered to reach and embrace their full potential with confidence. Our staff are committed to nurturing the abilities of every child with a curriculum which promotes academic excellence and recognises the distinct uniqueness of our students. The opportunities we provide allow all students to showcase their talents, whether through the traditional school day or as a result of the wealth of extra-curricular activities that we provide. We are extremely proud of the achievements of our students that are a result of the high expectations of behaviour, learning and teaching and the strong, supportive relationships that exist between staff, students and their parents/carers. Furthermore, in order to develop the important qualities of independent learning and resilience, our students are encouraged to take responsibility for their learning both in and out of lessons.

Longsands Academy holds a respected position within the local community and is surrounded by woodland and private housing with approximately 30 acres of playing fields. It is located in St Neots, a market town in the south west of Cambridgeshire, with a population of over 30,000 which nestles on the banks of the River Great Ouse, a draw for a growing number of community events including a successful rowing club, dragon boat team and a variety of water-based festivals. In addition, there are a number of green and open spaces which host a variety of community-based activities. Longsands Academy has a wide catchment area including many of the surrounding villages and feeder schools. The proximity of the town and its centrally-located, main line station means that a large number of adults commute to London for their place of work. The town is well connected to the A1, A14, A428 and A421; Cambridge, Bedford, Peterborough and Huntingdon are, therefore, within close proximity.

The Academy has approximately 1450 students on roll in Years 7-11 with a further 420 students attending the St Neots Sixth Form Centre and partner providers of post-16 education - Stageworks and the St Neots Football Club. In 2018, the school produced an impressive set of results; 20% of all new GCSE grades were 7-9 and 46% of A level grades were A\*-B. At both Level 2 and Level 3, a significant number of departments achieved results above national averages.

Ensuring that our students feel safe and cared for is of key importance to enable effective learning. Our well established and highly respected student support systems enable staff to develop excellent relationships with students, parents and carers as well as external agencies. Each student receives daily support from their Tutor, who guides and mentors them throughout their time at the Academy, affording them the opportunity to build a trusting relationship. Our aim is that when students leave the Academy they are equipped with everything they need to reach their potential and become happy, successful, resilient adults and positive contributors in society.

A talented and committed body of staff is driven by a relentless desire to ensure that our core purpose, *to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility,* is a lived reality. As such, we are committed to develop our staff to be the very best that they can be by striving to ensure that all of our colleagues can access extensive Learning and Professional Development (LPD). Our LPD programme is both department-based and in collaboration with partner academies within the Astrea family. Wide-ranging opportunities for professional development are available for staff at all stages of their career, including NQTs, RQTs, experience classroom teachers, middle and senior leaders.

Prospective candidates are warmly encouraged to visit the Academy prior to application. Please contact Catherine Wenban (email: HR@astrea-longsands.org or 01480 353535) to arrange a suitable time.

I look forward to receiving your application.



**Astrea Academy Trust**

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

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**Astrea Academy Trust Ethos**

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

### **Responsibility and Leadership**

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

### **Enjoyment and Innovation**

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

### **Aspiration and Development**

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Astreastars**

### **Collaboration and Inclusion**

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

### **Honesty and Integrity**

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

**You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website:** https://astreaacademytrust.org/

**Astrea Academy Trust Family**

**Academies currently within Astrea Academy Trust:**

|  |  |
| --- | --- |
| **Primary** | **Website** |
| * Atlas Primary Academy, Doncaster | http://www.stirling.doncaster.sch.uk/ |
| * [Byron Wood Academy](http://reach4.org.uk/schools/listing/byron-wood), Sheffield | https://astreabyronwood.org/ |
| * [Carrfield Primary Academy](http://reach4.org.uk/schools/listing/carrfield-primary-academy), Rotherham | https://www.astreacarrfield.org/ |
| * [Castle Academy](http://reach4.org.uk/schools/listing/castle-academy), Doncaster | https://www.astreacastle.org/ |
| * [Denaby Main Primary Academy](http://reach4.org.uk/schools/listing/denaby-main-primary-academy), Doncaster | https://www.astreadenabymain.org/ |
| * [Edenthorpe Hall Academy](http://reach4.org.uk/schools/listing/edenthorpe-hall-academy), Doncaster | https://astreaedenthorpehall.org/ |
| * [Gooseacre Primary Academy](http://reach4.org.uk/schools/listing/gooseacre-primary-academy), Rotherham | https://www.astreagooseacre.org/ |
| * [Greengate Lane Academy](http://reach4.org.uk/schools/listing/greengate-lane-academy), Sheffield | https://www.astreagreengatelane.org/ |
| * [Hartley Brook Primary Academy](http://reach4.org.uk/schools/listing/hartley-brook-primary-academy), Sheffield | https://www.astreahartleybrook.org/ |
| * [Hatfield Primary Academy](http://reach4.org.uk/schools/listing/hatfield-primary-academy), Sheffield | https://www.astreahatfield.org/ |
| * [Hexthorpe Primary Academy](http://reach4.org.uk/schools/listing/hexthorpe-primary-academy), Doncaster | https://www.astreahexthorpe.org/ |
| * [Highgate Primary Academy](http://reach4.org.uk/schools/listing/highgate-primary-academy), Rotherham | https://www.astreahighgate.org/ |
| * [Hillside Academy](http://reach4.org.uk/schools/listing/hillside-academy), Doncaster | https://astreahillside.org/ |
| * Intake Primary Academy, Doncaster | https://www.astreaintake.org/ |
| * Kingfisher Primary Academy, Doncaster | https://www.astrea-kingfisher.org/ |
| * [Lower Meadow Primary Academy](http://reach4.org.uk/schools/listing/lower-meadow-primary-academy), Sheffield | https://www.astrealowermeadow.org/ |
| * [The Hill Primary Academy](http://reach4.org.uk/schools/listing/the-hill-primary-academy), Rotherham | https://www.astreathehill.org/ |
| * Waverley Primary Academy, Doncaster | https://www.astreawaverley.org/ |
| **Secondary** |  |
| * Astrea Academy Woodfields, Doncaster | http://astreawoodfields.uk/ |
| * Cottenham Village College, Cambridgeshire | https://www.astreacottenham.org/ |
| * Ernulf Academy, Cambridgeshire | http://www.ernulf.cambs.sch.uk/ |
| * Longsands Academy, Cambridgeshire | http://www.longsands.cambs.sch.uk/ |
| * Netherwood Academy, Barnsley | https://astreanetherwood.org/ |
| * St Ivo School, Cambridgeshire | http://stivoschool.org/ |
| * The Dearne Academy, Rotherham | https://thedearnealc.org/ |
| **Special School** |  |
| * The Centre School, Cambridgeshire | https://www.astreacentreschool.org/ |
| **All-through** |  |
| * Astrea Academy Sheffield, Sheffield | https://astreasheffield.org/ |

**Job Description**

**Position: Teacher of Girls’ PE**

**Salary Range: MPS/UPS**

**Contract Type: Permanent**

**Reporting to: Head of Girls’ PE**

**Location of this position: Longsands Academy, St Neots, Cambridgeshire**

**Purpose of this role:** The fundamental duty of every teacher is to make a special contribution to sustaining a safe and supportive environment founded on high expectations, mutual respect and enjoyment of learning.

Teachers promote the intellectual, social, moral, spiritual, cultural and, as appropriate, physical development of the students. They seek to focus all students on learning and provide support to their classes and form groups.

# **General Duties**

# **Teaching and Learning**

In accordance with Academy policies and National Conditions of Service to:

* teach, according to their educational needs, allocated classes;
* set and mark work in accordance with schemes of learning or as required by examination regulations;
* plan effectively and prepare schemes of learning and complete planning documentation as required;
* make records of and reports on the academic, personal and social needs of students.

# **Particular Duties**

The particular duties of the post are to:

**1.** **Assessment**

1. participate in arrangements for preparing students and assessing students for external and internal assessments, and supervision of internally assessed tests;
2. assess, record and report on the development, progress and attainment of students for whom the teacher has responsibility;
3. communicate and consult with parents and others who have legitimate interest in the students.

# **2. CPD and Curriculum Development**

1. participate in arrangements for the appraisal of own performance and that of other teachers;
2. offer support to less experienced members of staff and, where necessary, advise colleagues on matters of good practice;
3. keep under review methods of teaching and programmes of work;
4. participate in arrangements for further training and professional development;
5. advise and collaborate with other staff on the preparation and development of courses of study; teaching materials; methods of teaching; assessment and pastoral arrangements;
6. participate in departmental/team self-evaluation.

# **3. Meetings, Duties & Non-Contact Arrangements**

1. participate in the annual schedule of meetings and other meetings as appropriate;
2. carry out effectively allocated supervisory duties;
3. register students in allocated classes;
4. attend parents’ evening of year groups taught and other meetings for parents as appropriate;
5. supervise, and so far as practicable teach, any student whose teacher is not available to teach them (within the limits set in Pay and Conditions).

# **4. Health & Safety and Classroom Management**

1. maintain good order and discipline among the students and safeguard their heath and safety both when they are authorised to be on the school premises and when they are engaged on school activities elsewhere;
2. manage/support teacher assistants/technicians providing support to allocated classes;
3. report any risks or potential hazards to the Facilities Manager (usually in writing);
4. manage effectively the use of resources;
5. follow Child Protection and other agreed procedures, eg relating to the organisation of trips and visits.

# **5. Other Specific Duties**

1. have full regard to all aspects of the Academy’s Health and Safety policy and secure appropriate practice in those areas for which responsibility is held;
2. safeguard and promote the well-being of students and staff in all aspects of the performance of this role;
3. follow Child Protection and other agreed procedures eg relating to the organisation of trips and visits and the ordering of goods;
4. undertake such other duties as the Principal may reasonably require.

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

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

**Person Specification**

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Essential** | |  |  |  | | | **Desirable** |
| **SKILLS AND EXPERIENCE** | | | | | | | |
| Education to degree level plus teaching qualification | |  |  |  | | | Further qualification in PE and/or evidence of continuing professional development |
| Expertise in the teaching of PE in a fully comprehensive school across the spectrum of age and ability | |  |  | | | Ability to teach Mathematics and/or Science |
| Clear indications of leadership and managerial potential | |  |  | | | Involvement in sharing expertise, eg within a PE department and/or through trainee teacher mentoring or in-service training |
| Willingness and ability to engage in policy formulation and detailed implementation | |  |  | | | Evidence of involvement in departmental policy making and implementation |
| Good knowledge and understanding of current issues in learning and teaching including assessment | |  |  | | | Substantial experience of assessment including target setting and/or value-added analysis [L, I] |
| Strong organisational and classroom management skills | |  |  | | | Substantial involvement in PE or PE-based events, eg sports days, including organisational aspects |
| Good ICT, oral and written communication skills | |  |  |  | | |  |
| **PERSONAL QUALITIES** | | | | | | | |
| Ability to communicate well with students, parents and staff | |  |  |  | | | Good time-management skills |
| Willingness and ability to gain the respect of students and departmental colleagues | |  |  | | | Perseverance |
| Enthusiasm and good sense of humour | |  |  | | | Potential to go on to head of department post (and beyond) |
| Flexibility | |  |  |  | | |  |
| **CHILD PROTECTION** | | | | | | | |
| Commitment to form and maintain appropriate relationships and personal boundaries with young people |  | |  | |  | Understanding of how best to promote the health, safety and well-being of young people | |
| Commitment to safeguarding and promoting the welfare of young people |  | |  | |  |  | |

# **Child Safeguarding Policy**

# The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each student’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

# We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our pupils.

**The Trust’s Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

* Providing a safe environment for children and young people to learn in education settings; and
* Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting’

*Keeping Children Safe in Education 2016*

The Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy as well as other Astrea Academy Trust policies.

**Explanatory Notes**

Applications will only be accepted from candidates completing the Trust’s Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

**Safeguarding Children and Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

* Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
* Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
* If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
* Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

**Interview Process**

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

* Documentary evidence of right to work in the UK
* Documentary evidence of identity that will satisfy DBS requirements
* Documentary proof of current name and address
* Where appropriate any documentation evidencing change of name
* Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours
* Attitudes to use of authority and maintaining discipline

**Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

* Verification of right to work in the UK
* Receipt of at least two satisfactory references (if these have not already been received)
* Verification of identity checks and qualifications
* Satisfactory Enhanced DBS Check
* Verification of professional status such as QTS Status, NPQH (where required)
* Satisfactory completion of a Health Assessment
* Satisfactory completion of the probationary period (where relevant)
* Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

**How can I Apply?**

This is an exciting and very rewarding role and we look forward to receiving your application.

**Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;**

**Name: Catherine Wenban**

**Position: HR Administrator**

**Contact:** **Catherine.Wenban@astrea-longsands.org**

**The Application Process**

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

Astrea Academy Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check. Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy. The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.