



Co-op Academy
Failsworth

Lead Practitioner English

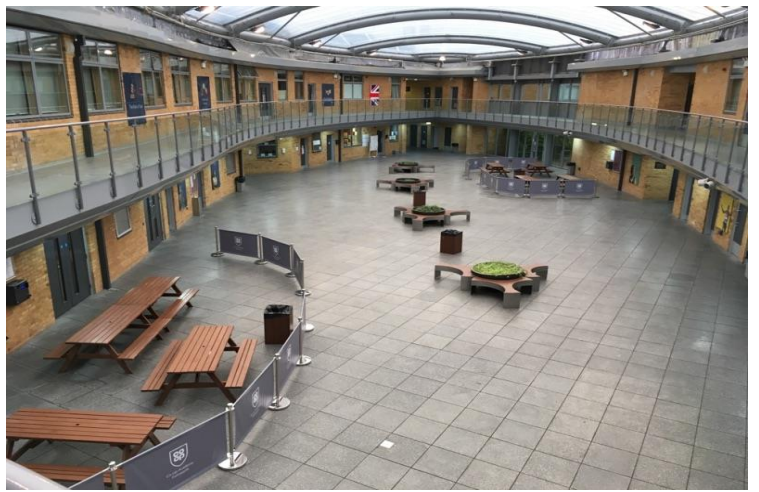


Achieving Excellence Together



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Failsworth

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Welcome from the Headteacher



Dear Applicant

Thank you for considering the post of Lead Practitioner of English at Co-op Academy Failsworth.

Making the decision to apply for a “new” post is always challenging on a number of levels. It is with this in mind, that I hope that we have given you the appropriate level of detail and information that supports you in making your application.

Our mission statement is “Achieving Excellence Together”. Our priority is to recruit the very best staff for our Academy who have ambition for our students and who show dedication and resilience.

I do hope you find this pack useful and choose to apply for the post. I am sure when you read the contextual information on our website and when you visit our Academy you will find a positive, calm and vibrant community committed to improvement and progress.

Should you decide to apply for this post, please pay particular attention to both the Person Specification and Job Description, demonstrating how you meet the requirements, as this will be used to draw up shortlisted candidates. Electronic applications are preferred.

Good luck with your application.

The closing date is:	Monday 27 November 2017	(10.00am)
Shortlisting will take place:	Tuesday 28 November 2017	
Interviews will be held on:	Tuesday 05 December 2017	

Phill Quirk
Headteacher

About the Academy

Co-op Academy Failsworth, an Academy that has traditional values but which is at the cutting edge of technology. We are part of the Co-operative Academy Trust (CAT) and this brings many benefits.

We are a fully inclusive, popular and over-subscribed 11-16 comprehensive Academy with almost 1500 students on roll. The Academy became a Cooperative Trust School in April 2010 and in 2017 we seamlessly moved to become Co-op Academy Failsworth.

We offer and seek the following:

- We seek to provide a high quality education and pride ourselves on being an Academy that isn't afraid to take risks in order to develop both students and staff.
- We are committed to the support, nurture and development of our staff and place great importance on the provision of high quality professional developmental experiences and opportunities for all of our colleagues.
- We believe that our Academy is a stimulating and enjoyable place to teach and learn. We achieve our goals by a strong team working together in order to raise attainment and to improve our students' learning experiences.
- We want colleagues who want to teach, who demand high standards and who have a wide variety of experiences.
- Who knows what challenges will face us over the coming years? For those staff who are talented, ambitious, hardworking and enthusiastic there will be plenty of career opportunities which will offer you excellent developmental potential.
- In February 2008, we opened our brand new, £30 million state-of-the-art building. The building was specially designed around the students and teachers to maximise space and comfort, making it a safe and enjoyable place to be.
- We are extremely proud of being part of the Cooperative Academies Trust and the ethos that this has afforded our Academy. The last year has seen vast developments for the Academy, with our facilities and our role in the local community.
- We are not just an Academy - we are part of the community and are always looking to widen our participation and work more closely with the local people.
- We will offer you a superb and comprehensive range of CPD activities to further develop your career. Our CPD offer includes visits, whole Academy training, weekly dedicated time for Academy, faculty and individual CPD and collaborative planning. Your career matters to us and we will give you every chance to grow and develop, which ultimately supports our drive to be outstanding and further improve student progress. Every Thursday students finish at 2.00pm. Staff then have two hours dedicated CPD time.

If you believe you have what it takes to build upon our success story then we look forward to meeting with you.

About the Local Area

Failsworth is well placed for employees to live in either the vibrant city centre of Manchester as it is only 3 miles away. Alternatively, Oldham offers attractive and well priced housing in city and rural localities.

Exams/Curriculum

The Academy has a condensed two year Key Stage 3 curriculum. In Year 9 students start GCSEs which lead to external accreditation at the end of Key Stage 4. The academy day is currently split into 5 x 60 minutes sessions. On Thursday each week the length of each lesson is reduced to 5 x 50 minutes to allow all our staff to undertake continuing professional development activities at the end of the academy day. We encourage and expect our students to become independent learners hence the staff are sensitive to different learning styles and are encouraged to share new ideas. With class sizes for KS3 between 20-30

and a KS4 average of 20, we give the students the attention they deserve and reward them for good, independent, active learning.

GCSE – Including English and Mathematics

	2014	2015	2016	2017	
A*-C	45%	42%	52%	53%	(Now 2 Grade 4s)

These results will improve in the future.

Leadership Structure

Our Senior Leadership Team from September 2016 consists of the Headteacher, two Deputy Headteachers, and a Senior Director of Business and Human Resources.

Our Senior Leadership Group consists of the above four staff plus three Assistant Headteachers, the School Finance & HR Manager and the IT Network Manager. In addition the Academy has a number of Associate Assistant Headteachers.

Staff

There are approximately 190 teaching and support staff across the Academy, all on hand to give help and support and all with the opportunity to participate in high quality professional development opportunities.

We are committed to offering continuing professional development activities for all staff to enable them to develop their career. We also have a number of long established staff who have embraced the internal opportunities - together this has created a friendly, approachable atmosphere.

Wellbeing for staff

One of the 4 aims in our Academy Plan is staff wellbeing. We are a responsible, caring employer who want to support staff to create a high performing team.

Pastoral

The Academy currently operates traditional year group system, with tutors all focused on raising achievement. We call each form a Family, with groups of different ages to reflect normal life both at home and in the workplace. There are 12 Family Groups within each of the year groups.

Students who at times require extra support may be given this additional help in our Gateway Centre which is housed in the adjoining Sports Centre. The Academy has a very successful “Study Zone” and “Gold area” (for SEND students) who may need additional support to access their curriculum entitlement.

Subjects are currently grouped into departments – The core of Maths, English, EBacc subjects, Science, Humanities, MFL and foundation subjects Expressive Arts, IT, Citizenship, PE and Technology.

Extra-Curricular Activities

We have an extra-curricular programme second to none. This not only involves a wide range of trips, visits, musical, sporting, artistic and subject based activities but also a bespoke revision programme five nights of the week for our Year 11 students. Staff at the Academy go the extra mile(s) to support learning and to provide a wide range of opportunities.

Community Engagement

Co-op Academy Failsworth is a focal point for community activity. This takes many forms such as community use of the sports facilities, a wide range of partners using the Academy in the evenings, hosting 'parties' for local OAP homes, supporting local charities.

Facilities

Our facilities are second to none. We have the latest and top of the range equipment benefiting everyone. To name a few:

- Secure access control throughout the Academy
- Secure private parking
- Interactive Whiteboards in every classroom
- Every subject area in the Academy has a work base office
- Every subject has its own wing within a larger faculty
- At least 28 PCs per subject area
- Every classroom is connected to the internet
- 2 Synthetic Astroturf pitches, 1 full size 4G astroturf pitch, 3 MUGA surface areas
- 3 Floodlit Tennis Courts
- Access to swimming pool and gym at the adjacent Leisure Centre
- Recording Studio
- Drama Studio
- Dance Studio
- Excellent facilities in and fully equipped rooms for: Science, Art and Technology
- Soccer Centre – available for community use during evening and weekend

Times of the School Day (Staff do one later finish on either Monday, Tuesday or Wednesday)

Year 7-10		Year 11	
Monday, Tuesday, Wednesday		Monday, Tuesday, Wednesday	
Family Time	8.35 - 8.55	Family Time	8.35 - 8.55
Period 1	8.55 - 9.55	Period 1	8.55 - 9.55
Period 2	9.55 - 10.55	Period 2	9.55 - 10.55
Break	10.55 - 11.15	Break	10.55 - 11.15
Period 3	11.15 - 12.15	Period 3	11.15 - 12.15
Period 4	12.15 - 13.15	Period 4	12.15 - 13.15
Lunch	13.15 - 13.50	Lunch	13.15 - 13.50
Period 5	13.50 - 14.50	Period 5	13.50 - 14.50
		Period 6	14.55 - 15.45
Thursday		Thursday	
Family Time	8.35 - 8.55	Family Time	8.35 - 8.55
Period 1	8.55 - 9.45	Period 1	8.55 - 9.45
Period 2	9.45 - 10.35	Period 2	9.45 - 10.35
Break	10.35 - 10.55	Break	10.35 - 10.55
Period 3	10.55 - 11.45	Period 3	10.55 - 11.45
Period 4	11.45 - 12.35	Period 4	11.45 - 12.35
Lunch	12.35 - 13.10	Lunch	12.35 - 13.10
Period 5	13.10 - 14.00	Period 5	13.10 - 14.00
Friday		Friday	
Family Time	8.35 - 8.40	Family Time	8.35 - 8.40
Period 1	8.40 - 9.40	Period 1	8.40 - 9.40
Period 2	9.40 - 10.40	Period 2	9.40 - 10.40
Break	10.40 - 11.00	Break	10.40 - 11.00
Period 3	11.00 - 12.00	Period 3	11.00 - 12.00
Period 4	12.00 - 13.00	Period 4	12.00 - 13.00
Lunch	13.00 - 13.30	Lunch	13.00 - 13.30
Period 5	13.30 - 14.30	Period 5	13.30 - 14.30

Subject Information

ENGLISH

The English department is a forward looking and dynamic department that has led the development of high quality teaching and learning across the school. The use of both assessment and ICT are strongly embedded within the department – there is a promethean whiteboard in every classroom – this, along with rigorous assessment that is central to every lesson, helps deliver both engaging and challenging learning.

There are presently 15 full time members of staff and who are expected to teach across the full age and ability range.

The English department work hard to ensure that all students meet their potential and therefore track students' progress closely during the year and through their time at the school. The curriculum is reviewed and adapted in order to meet the changing needs of our students. We believe in personalised learning so the team work hard to adapt their lessons to suit the needs of the students in their classes. The English department are a strong team who plan collaboratively; share ideas and support each other in order to continue to develop new ideas and strategies. The English Department is focussed on delivering inspirational learning to pupils of all abilities and is an extremely supportive team of high quality committed professionals.

In KS3 students study a varied curriculum to build on their skills from KS2 and to prepare them for KS4. The curriculum includes a range of literature such as Shakespeare, Shelly and Dickens along with contemporary writers and a variety of non-fiction texts. Teachers incorporate media and speaking and listening regularly throughout the schemes of work.

In KS4 all students study English Language and Literature for AQA terminal exams. We teach a range of texts to different groups to support them through the challenges of the new specifications including Stevenson's *The Strange Case of Jekyll and Hyde*; Dickens' *A Christmas Carol*; Golding's *The Lord of the Flies* and Priestley's *An Inspector Calls*. We have a strong focus on ensuring that our students are fully prepared for their GCSE examinations whilst continuing to offer them a rich and engaging curriculum.

Job Description & Person Spec

Lead Practitioner

P/D cross references the duties which relate to the job purpose

Post Title :	Lead Practitioner	
Grade:	Grade: LP3 – LP7	
Directly Responsible to:	Deputy Headteacher T&L, Head of Department	
Hours of Duty:	Ref: Teacher's Pay & Conditions	
	P/D	
Post Purpose	a) • To assist and support pupil academic progress and emotional development within a subject area b) • To work with colleagues as appropriate to raise standards of achievement and attainment. c) • To promote the full ECM agenda within the subject area and throughout the school d) • To support Head of Department in the transition process of pupils from KS2 to KS3 to KS4 to KS5 e) • To enhance teaching and learning across the school f) • To coach and mentor staff towards achieving outstanding teaching and learning g) • To play a key part in raising standards by modelling excellent teaching and supporting the professional development of colleagues in a given subject h) • To assist in the creation, consistent implementation and improvement of schemes of work which encapsulate key school learning strategies and educational developments	
Responsible for		The provision of a full learning experience and support for students.
Liaising with		Headteacher, Senior Leadership Group, teachers and support staff, LA representatives, external agencies and parents.
Working time		Full time
Disclosure Level		Full Enhanced Criminal Records Bureau
MAIN (CORE) DUTIES		
Teaching	a) • To teach students according to their individual educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. b) • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. c) • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. d) • To ensure that ICT, literacy, numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. e) • To undertake a designated programme of teaching.	

	f) g) h) i) j)	<ul style="list-style-type: none"> • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. • To provide a positive, and conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships. • To set high expectations for pupils' behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the school's Behaviour Policy. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required following school policies.
Operational/ Strategic Planning	a) b) c) d) e) f)	<ul style="list-style-type: none"> • To support the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area. • To contribute to the School Improvement Plan and its implementation. • To plan and prepare courses and lessons. • To contribute to the whole school's planning activities. • To support and lead a whole school literacy / numeracy programme. • With the Curriculum Leader and Teaching and Learning Co-ordinators, lead the development of high quality, learning centred Teaching and Learning policies, practices and contribute to Schemes of Learning which: <ul style="list-style-type: none"> - Ensure continuity and progression for the learning of all students, actively planning for all student groups (eg. G&T, AEN) - Meet the requirements of the National Curriculum - Ensure methods of assessment, tracking, intervention and reporting improve student learning and achievement
Curriculum Provision	a)	<ul style="list-style-type: none"> • To assist the Head of Department, to ensure that the subject area provides a range of teaching which compliments the school's strategic objectives.
Curriculum Development	a) b) c) d)	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Strategic Objectives. • Lead working groups and projects • Taking part in other professional development activities • To lead the learning of others
Staffing	a) b) c) d) e) f)	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Performance Management Review process. • To ensure the effective/efficient deployment of classroom support. • To work as a member of a designated team and to contribute positively to effective working relations within the school. • To provide regular feedback to colleagues in a way that enhances good practice and student outcome • To fulfil a coaching role in school
Quality Assurance	a) b)	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the subject area in line with agreed school procedures, including evaluation against quality

	c) d) e)	standards and performance criteria. To seek, implement modification and improvement where required. • To review from time to time methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. • To contribute to team review (including lesson observations), monitoring and evaluation, and the development of working practices
Management Information	a) b) c) d)	• To maintain appropriate records and to provide relevant accurate and up-to-date information to MIS, registers, etc. • To complete the relevant documentation to assist in the tracking of students. • To track student progress and use information to inform teaching and learning. • To produce regular reports on the impact of Lead Practitioner initiatives, formerly AST.
Communication and Liaison	a) b) c) d) e)	• To communicate effectively with the parents of students as appropriate. • Where appropriate, to communicate and cooperate with persons or bodies outside the school. • To follow agreed policies for communications in the school. • To take part in parents' evenings. • To contribute to the development of effective subject links with external agencies.
Management of Resources	a) b) c)	• To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. • To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.
CPD	a) b) c) d) e) f) g) h) i)	• To lead continuing professional development activities • To hold workshops on classroom management, differentiation, pace and challenge • To match teaching approaches to student learning styles • To demonstrate model lessons • To team teach • To develop strategies with colleagues to use with students experiencing difficulties • To keep abreast of the new teaching and learning strategies • To help to identify and respond to the professional learning needs of staff • To undertake performance management review(s), acting as a reviewer for staff
School Ethos and Other	a) b) c) d) e) f) g) h)	• To be a positive role model for the whole community • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To ensure that appropriate safeguarding procedures are in place • To participate in the school extra-curricular programme. • To support the school in meeting its legal requirements for collective worship. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • To undertake any reasonable additional duties as directed by the

		Headteacher. • To contribute to the work of the Trust including working with Primary Colleagues
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Other Specific Duties :

To continue personal development as agreed.

To engage actively in the performance review process.

To undertake any other duty as specified by STPRB not mentioned in the above.

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

Colleagues will be expected to comply with any reasonable request from the Headteacher or his representative to undertake work of a similar level that is not specified in this job description.

Signatures :

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.

Signed (Teacher)	Signed
(Headteacher)	
Dated (Teacher)	Dated
(Headteacher)	

Failsworth School Lead Practitioner Person Specification

A = Application
I = Interview
R = References

Note to applicants:

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **Source** column shows how the school will obtain the necessary information about you.

If the **Source** column says the **Application Form** next to an **Essential Criteria** or a **Desirable Criteria**, you

TRAINING AND QUALIFICATIONS

	Essential	Desirable	Source
Qualified Teacher Status	✓		A
Degree	✓		A
Experience of teaching in the 11-16 sector. Minimum 3 years.	✓		A R
Evidence of additional post grade CPD activities	✓		
Advanced skills teacher qualification		✓	AR

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Applicants should be able to demonstrate a good knowledge and understanding of the following areas:

	Essential	Desirable	Source
Has an understanding of current educational issues	✓		I
Understanding of issues relating to "Every Child Matters"	✓		A I R
Strategies for raising standards	✓		A I R
Effective learning and teaching strategies	✓		A I R
Knowledge of the Secondary Curriculum and National Strategies	✓		A I
Use data effectively	✓		A I
Effective user of ICT. Able to use range of management software	✓		A I R
Show awareness of whole school issues	✓		I R
The ability to translate vision into practice		✓	A I

Developed partnerships with stakeholders		✓	I
Excellent subject knowledge and awareness of the latest initiatives in that subject	✓		A I R
To understand the exam system for given subject		✓	A I R
Evidence of being an outstanding teacher	✓		A I R
To understand and be able to coach others	✓		

EXPERIENCE AND CURRENT PRACTICES

Applicants should be able to demonstrate from their experience and current practice the ability to

	Essential	Desirable	Source
Awareness/Experience of a competency based curriculum e.g. RSA Opening Minds or L2L		✓	A I R
Prioritise, plan and organise	✓		A I R
Delegate tasks, monitor and evaluate outcomes	✓		I R
Act as a role model for pupils and staff by setting high personal and professional standards	✓		A I R
Motivate and inspire pupils, staff, parents, governors and the wider community	✓		A I R
Deal sensitively with people and resolve conflicts	✓		I R
Use appropriate leadership styles in different situations and understand their likely effects.	✓		I R
To improve the teaching of others	✓		A I R
To be able to work across all subject areas to improve teaching and learning	✓		A I R
To have successful experience of coaching others		✓	A I R
Experience of successfully leading groups of students to achieve targeted accredited levels	✓		A I R

SKILLS AND PERSONAL QUALITIES/CHARACTERISTICS

Applicants should be able to demonstrate from their experience and current practice the ability to

	Essential	Desirable	Source
Enjoy working with, and for, young people, as well as adults	✓		A I R
Be an outstanding classroom practitioner able to secure pupil engagement in learning	✓		A I R
Have the imagination, energy and capacity for hard work together with an enthusiasm to	✓		A I

take on developments and challenges			
Demonstrate the ability to identify tasks, and move projects forward to successful completion	✓		A I
Possess excellent communication skills. Able to engage a variety of audiences	✓		A I R
Ability to analyse issues and to think both creatively and strategically to solve problems	✓		A I
Ability to apply and adapt national initiatives in a local context	✓		A I
A commitment to comprehensive and inclusive education	✓		A I
Be good at completing tasks, as well as starting them	✓		A I
Be willing to contribute to activities outside the timetable	✓		A I
Personable, approachable, whilst still inspiring respect and personal and professional credibility	✓		A I
Ability to work under pressure whilst maintaining a positive and creative attitude	✓		A I R
To maintain the highest professional standards as per 2012 Teacher Standards	✓		A I R

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Co-op Academy Failsworth

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