



Applicant Brief

Lead Practitioner for History

Secondary Phase



Letter from our Principal

Dear Candidate,

Thank you for taking the time to consider a career within the Secondary Phase at Astrea Academy Sheffield. This is the first year we have opened our Sixth Form to our inaugural class.

Last academic year we received our first Ofsted Inspection report, with outcomes of 'Good' across all areas. An achievement we are very proud of.

So, do you want to be part of a team where you will help make a lasting impact on our scholars, many of whom are disadvantaged, and rapidly accelerate their progress?

Do you want to work in a school where you are free to teach, with impeccable scholar behaviour and unhindered by bureaucracy?

We are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. We believe that the creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and scholars can focus on learning, underpins everything.

We are values-driven and our vision is to provide an inclusive, aspirational and academic education for all our scholars, so that all of them will learn, thrive and lead successful lives. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. We want to ensure that all our scholars have the option to be able to go to university or aspirational alternative. We are not going to reduce expectations because of a child's background or home life, or because they are new to English or have a special education need. In fact, the opposite is true. It is our job to redouble our efforts to help children overcome these barriers so that they can flourish.

We value our staff highly and treat workload very seriously. Our systems are high leverage, ensuring you can really focus on your core purpose – teaching, in a sustainable way, unhindered by bureaucracy or poor behaviour.

What we offer:

- ◆ Huge support and progression opportunities
- ◆ A knowledge rich curriculum, built on 'powerful knowledge' and a traditional Teaching & Learning approaches built around Rosenshine and TLAC
- ◆ Collaborative planning with centralised, shared units of work and resources
- ◆ Excellent support from the Astrea Trust Central team
- ◆ A feedback policy focused on whole class feedback – no onerous marking policies
- ◆ Disruption-free learning and a 'warm/strict' behaviour system
- ◆ Highly visible/supportive senior leaders who have your back
- ◆ Centralised detentions, including homework detentions (you do not need to organise/run/chase them at all)
- ◆ No formal graded lesson observations – just ongoing 'no-stakes' instructional coaching, helping you to continuously develop
- ◆ Excellent ongoing CPD, career development and promotion opportunities across the Astrea South Yorkshire region
- ◆ Opportunity to complete NPQs
- ◆ An unrivalled professional progression model

If this is something you are interested in, looking for a new challenge, have a passion for education or maybe all of the above, take a look at the rest of this Applicant Brief to find out more about the role and how to apply.

We actively welcome visits and would be delighted to show you around our academy to appreciate fully our excellent learning environment.

With very best wishes

David Boyd

Associate Principal | Secondary Phase



About Astrea Academy Trust

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools.

Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that.

We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve.

With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies

- ◆ High aspirations, with a firm emphasis on academic attainment
- ◆ A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- ◆ A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- ◆ Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the scholar
- ◆ Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- ◆ Active parental and community involvement
- ◆ A broad range of extra-curricular activities including sports, music, performing arts and academic clubs



Objectives for scholars

- ◆ Encourage all children to be confident, hard-working and ambitious, regardless of background
- ◆ Transmit a core body of knowledge to all scholars and the ability to think for themselves in order to be aware of the world around them
- ◆ To be active and thoughtful participants in their local community
- ◆ To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.

The aim of a core-knowledge education is not primarily to prepare scholars for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.

We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.



About the Academy

Astrea Academy Sheffield is an All Through 2-18 Academy located just outside Sheffield City Centre, serving the diverse community of Burngreave.

The school currently has scholars in Nursery to Year 5 in the Primary Phase and Years 7 to 12 in the Secondary Phase.

The school is just over 5 years old and is proud of its place within the local community.

We are a truly inclusive academy.



astreasheffield.org



twitter.com/AstreaAcadSheff



facebook.com/AstreaAcadSheff



instagram.com/astreaacademysheffield

Our Values

Scholarship
Respect
Responsibility
Curiosity
Tenacity

“

Leaders are passionate about ensuring that pupils receive an ambitious curriculum.

That vision is realised.

Pupils across the school benefit from a good quality of education.

They are supported by kind teachers who help them to do well.

”

Ofsted - Dec 2022

“

Central to leaders' vision is that pupils are kept safe, and that the learning environment is free from distraction and disruption.

This means that every pupil can benefit from the ambitious curriculum in place.

”

Ofsted - Dec 2022

“

My child receives a high standard of education, has fantastic and experienced teachers and has amazing friends.

”

Parent - Nov 2022

Moving to AAS has been the best thing for my career.

The constant level of CPD on offer for all staff members, including associate staff, is inspiring.

I feel that AAS is encouraging me to strive to be better everyday and consistently learn and improve.

”

Staff - Oct 2022



Job Description

JOB TITLE - Lead Practitioner for History

REPORTING TO - Head of History

SALARY - LP 4-9 (£52,077 - £58,918)

CONTRACT TYPE - Permanent – Full Time

START DATE - January 2024

Purpose

To raise standards of scholar attainment and achievement within the whole curriculum area. Work with the Head of History to be accountable for scholar progress and development. To develop and enhance the teaching and practice of others and be accountable for developing the subject/curriculum offer. Ensure the provision of an appropriately broad, balanced and relevant curriculum for scholars studying in the department, in accordance with the aims of the school and the curricular policies.



Job Description

Main Responsibilities

- Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of scholars and to the aims, objectives and strategic plans of the academy
- Alongside your line manager, have oversight of KS4 & KS5 outcomes including any interventions needed
- Contribute to the planning function of the department, and to ensure that the planning activities of the department reflect the needs of scholars within the subject area, AIP and the aims and objectives of the academy
- Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department
- Establish common standards of practice within the department and develop the effectiveness of teaching and learning in all subject areas within the department
- Contribute to the academy procedures for lesson observation
- Seek/implement improvement where required
- Ensure that the department's quality procedures meet the requirements of self evaluation and the Academy Improvement Plan
- Produce reports within the quality assurance cycle for the department
- Liaise with partner academies, higher education, industry, examination boards, awarding bodies and other relevant external bodies
- Promote actively the development of effective subject links with external agencies
- Contribute to the personal development curriculum according to academy policy

Job Description

Main Duties

- ♦ Lead the development of appropriate syllabuses, resources, schemes of work, feedback policies, assessment and teaching and learning strategies in the department
- ♦ Monitor actively and follow up scholar progress
- ♦ Implement academy policies and procedures, e.g. Equal Opportunities, Health and Safety etc
- ♦ Liaise with SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the Academy Improvement Plan and School Evaluation
- ♦ Work with SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- ♦ Continue own professional development as agreed with Line Manager
- ♦ Undertake Appraisal Review(s) and to act as appraiser for a group of staff within the designated department
- ♦ Promote teamwork and to motivate staff to ensure effective working relations
- ♦ Ensure the effective operation of quality control systems
- ♦ Implement academy quality procedures and to ensure adherence to those within the department
- ♦ Make use of analysis and evaluate performance data provided
- ♦ Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken
- ♦ Monitor and support the overall progress and development of scholars within the department
- ♦ Play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and scholars to follow this example

Person Specification

Education & Qualifications

- ♦ Qualified teacher status
- ♦ Degree or equivalent qualification in History or a very closely related subject area
- ♦ Evidence of recent in-service training in the specialist subject and other related areas

Experience

- ♦ Successful experience of teaching History at KS3 & KS4
- ♦ A level experience is desirable but not essential

Knowledge, skills and abilities

- ♦ Able to demonstrate a thorough knowledge of History curriculum
- ♦ Able to demonstrate a knowledge of innovative approaches to the teaching of History
- ♦ Must be an effective teacher, skillful in communicating with individuals and have a positive presence in the classroom
- ♦ Displays commitment to the protection and safeguarding of children and young people
- ♦ Ability and willingness to teach History to GCSE and A level
- ♦ Must be confident, flexible, enthusiastic, approachable and able to inspire others
- ♦ Willingness to undertake professional development in the specialist subject and other related areas
- ♦ Willingness to assist in the development of extra-curricular activities.
- ♦ Must be able to contribute to the work of departmental teams.
- ♦ Must be determined to raise achievement
- ♦ Ability to offer another subject would be advantageous.

This list is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff



HOW TO APPLY

[LINK TO](#)

[Astrea Academy Sheffield - Tes Jobs](#)

Deadline for Applications is
Sunday 8th October 2023

