ALL SAINTS
ACADEMY PLYMOUTH



Teacher of Business

Information Pack and Job Description

All Saints Academy, Plymouth

Together We Succeed
www.asap.org.uk

Ted Wragg MULTI-ACADEMY Trust

Welcome to All Saints Academy, Plymouth!

This is an exciting time to be part of All Saints Academy, Plymouth and Team ASAP! The academy is undergoing rapid change and improvement and is a brilliant place to work. The academy is housed in state of the art buildings. Our outstanding facilities are some of the best in Plymouth from purpose built classrooms, all fitted with interactive whiteboards to professional catering kitchens for students to use and a Motor Vehicle workshop. We are the only Church of England secondary academy in West Devon and are committed to educating students of the Christian faith, those who belong to other faiths and those who subscribe to no faith. We were inspected in May 2019 by the Church inspection team and they graded us as a good school in all areas. Ofsted also visited us in October 2019 and commented favourably on the improvements we have made, stating that the school no longer required special measures. We have the highest expectations of our students here and ensure they go on to achieve their best. **All Saints Academy** ensures that every student is **well-educated**, prepared for the **future** and is able to **live life** to the full. We have high expectations of students here, with a commitment to delivering excellent teaching and learning that inspires our students and leads to excellent outcomes.

Our mission is underpinned by four values. They are:

Faith – Putting Christian faith at the heart of every action and ensuring a safe environment and caring ethos for all.

Foundations – Providing strong foundations in learning, behaviour and success for all.

Family – Understanding the importance of family, the value of community and support for all.

Futures – Preparing for bright futures shaped from excellent progress, achievement and choice for all.

Our values ensure that all of our students are developed during their time here at the academy, academically, socially, morally and spiritually.

We also have mantras which we ask all of our school community and stakeholders to live by. They are: **'together we succeed', 'work hard, be kind'** and **'no excuses'.** We have these mantras to achieve the very best in all that we do. You can find out more about our mantras on our website.

We collaborate closely with the Ted Wragg Multi Academy Trust which allows partnership working for the benefit of all of our students with other Academies in Devon. We are an innovative Academy that really values professional development with staff. To that extent we invest in staff to have time to be part of the 'precision coaching' programme that stems from America, based on the 'Leverage Leadership' book and 'Teach Like a Champion' techniques. This is what is enabling us to become one of the best Academies in Devon and the South West.

I am very proud to be Headteacher of All Saints Academy, Plymouth which is a very special place to work. I am looking for an exception person for this post and as you read through this information pack, if you wish to find out more, please get in touch. Thank you for taking the time to consider this post and if it is right for you, I look forward to receiving your application.

Lee Sargeant
Headteacher

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Post:
Teacher of Business

Salary:
MPS/UPS

Responsible To:
Associate Assistant Headteacher – Director of Technology

Working Pattern:
Part-Time or Full-Time (negotiable)

Disclosure Level:
Full DBS

Closing Date:
25 October, 10am

Interview Date(s):
30 October

Start Date:

January 2020







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Job Purpose

To be an excellent teacher, with drive, passionate and commitment to ensure students succeed. To be dedicated to providing the best possible learning experiences, which lead to great outcomes for students.

Job Description

PART 1

1 Set high expectations which inspire, motivate and challenge students

• establish a safe and stimulating environment for students, rooted in mutual respect
• set goals that stretch and challenge students of all backgrounds, abilities and dispositions
• demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

• be accountable for students' attainment, progress and outcomes
• be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
• guide students to reflect on the progress they have made and their emerging needs
• demonstrate knowledge and understanding of how students learn and how this impacts on teaching
• encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. use and evaluate distinctive teaching approaches to engage and support them.

Job Description Continued

4 Plan and teach well-structured lessons
• impart knowledge and develop understanding through effective use of lesson time
• promote a love of learning and children's intellectual curiosity
• set homelearning and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
• reflect systematically on the effectiveness of lessons and approaches to teaching
• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all students
• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
• have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
• have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment
• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
• make use of formative and summative assessment to secure students' progress
• use relevant data to monitor progress, set targets, and plan subsequent lessons
• give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
• manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
• maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities
• make a positive contribution to the wider life and ethos of the school
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
• deploy support staff effectively
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
• communicate effectively with parents with regard to students' achievements and well-being.

Job Description Continued

PART 2

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Signed:……Headteacher

Date:……

I agree to the terms and conditions outlined above

Signed:……

Print:……

Date:……

Person Specification

Training & Qualifications	Essential	Desirable	D – Documentary A – Application I – Interview R – References
Qualified Teacher Status	X		DA
University Degree or equivalent	X		DA
An excellent track record in improving educational outcomes for students which you can evidence		X	AIR
A proven track record of dealing effectively with student issues such as behaviour, academic progress and effective guidance		X	AIR
Professional knowledge & understanding – applicants should be able to demonstrate a good knowledge and understanding of the following:			
Monitoring and evaluation of teaching & learning		X	AIR
Curriculum and assessment and use of ICT		X	AI
Effective teaching and learning strategies	X		AIR
Experience of supporting and developing staff		X	AI
Strategies for involving students and parents in achieving the best outcomes		X	AIR
A strong understanding of statutory educational frameworks, including14-19 reforms, Ofsted, Safeguarding and SEN		X	AI
Understanding and commitment to the school's responsibility for safeguarding and promoting the welfare of children	X		I
Excellent communication and interpersonal skills	X		IR
Adaptability to change and new ideas	X		IR
Resilience and stamina when faced with complex situations		X	AIR
Ability to prioritise, plan, organise well and work with others to achieve objectives	X		IR
Ability to relate to young people, colleagues and external partners	X		IR
Innovative and creative in approach to raising achievement	X		I
Ability to work independently and cope with a challenging workload	X		AIR

The Business Department

The Business Department is part of the Technology faculty, which consists of IT, Business, Art, Photography and Technology. There are purpose built rooms with access to ICT facilities. In total, there are 7 members of staff and two technicians. Business is a popular subject at Key Stage 4, which begins in year 9. We run the OCR Level1/2 Cambridge National Certificate in Enterprise and Marketing. However, there is the opportunity for the teacher to review this on a yearly basis to decide what course will best meet then needs of the students.

Inspections

The Church of England inspection (SIAMS) was completed at All Saints in May 2019 and graded the Academy as good. This took into account the quality of education, pastoral care and the ethos of the Academy.

Ofsted visited the school in October 2019 and commented favourably on the transformation the school was making and that it no longer required special measures. Since September 2018, the Academy has benefited from new leadership, joining the Ted Wragg Multi-Academy Trust and an injection of new staff and middle leaders. Systems and structures have been overhauled and now the Academy is well in to it's journey of rapid improvement.

The Ted Wragg Multi-Academy Trust

The Ted Wragg Trust was established in 2010 with the aim to create an outstanding educational experience for all of Exeter's children. Since then it has expanded to include schools in Plymouth. Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about education in general, and in Exeter in particular, and about how education can transform young people's futures.

All students within the Ted Wragg Trust, regardless of social or cultural background, are motivated to succeed and make outstanding progress because their needs are met through creative, relevant and innovative teaching.

All Saints Academy, Plymouth is in a formal management partnership with TWMAT and will be fully transferring into the Trust over the coming months.

We Value Our Staff!

We value our staff and do this by having sensible policies and clear systems in place, such as:

- We do not expect staff to write endless feedback to students. We do not do WWW or EBI but instead have a fast whole class feedback approach and live marking.
- We do not expect you to set homework. This is already planned and set for you with our Knowledge Organisers.
- You will not be expected to attend pointless meetings. We value CPD time and to that extent end our school day early once a fortnight to focus on this.
- We do not grade lessons or have formal observations. Instead we invest in weekly incremental coaching, where all staff have a trained coach to watch parts of a lesson and feedback. You will get more out of this than any formal observation or training course.
- Your lessons won't be disrupted by poor behaviour as we have a Ready to Learn Centre where students go if they can't focus in your lesson.
- Your lessons will be planned for you, using high quality schemes of learning developed by expert leaders across the Ted Wragg Multi-Academy Trust. You will be free to deliver these how you please, but there is no need or expectation to be planning every night of the week!
- We have corporate membership to the Elfordleigh Hotel and use this for staff events/training. Staff also can access discounted membership rates for their spa and sports facilities.
- Staff can access free health checks with Nuffield Health.

Applying for the Post

Please read this Job Information Pack before completing the application form. If you are handwriting your application, please use BLACK ink and complete in full. If emailing, you will be required to sign the application form if called to interview. CVs will not be accepted. Please return completed applications forms, with a cover letter outlining why you are suitable for the post, your skills and how you meet the job description. Please address this to the Headteacher using no more than 2 sides of A4, Aerial/Times New Roman font size 12 and send to Katie Plant (Headteacher's PA) by email kplant@asap.org.uk or by mail to All Saints Academy, Honicknowle Lane, Pennycross, Plymouth, PL5 3NE.



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