

# Longsands Academy



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

## Longsands Academy

## Lead Practitioner - English

CANDIDATE PACK

*SCHOLARSHIP*

*TENACITY*

*CURIOSITY*

*RESPONSIBILITY*

*RESPECT*

# Open Letter from our Regional Director

Dear Candidate,

Thank you very much for your interest in becoming a Lead Practitioner – English at Longsands Academy.

Longsands Academy is on an exciting journey towards excellence. It joined Astrea Academy Trust on the 1st September 2018. The academy has approximately 1396 students on roll in Years 7-11 with a further 329 students attending the Longsands Sixth Form and partner providers of post-16 education including Stageworks. Longsands is brimming with potential, is at the heart of the community and there is much to be celebrated within the academy. For the successful candidate, this position offers a fantastic opportunity to shape and enhance the life chances of our students so that they go on to be successful in their next stage of their educational journey.

To ensure that we continue to excel and strengthen further, we are keen to attract exceptional colleagues to join the staff team and school community to realise the potential evident within Longsands. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. 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 pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

Longsands Academy is part of Astrea Academy Trust and is on a strong improvement journey developing a strong curriculum, good teaching and effective pupil support. We are now looking for a leader who is aligned with our values and will support the Principal in accelerating the school's journey to excellence. The position is a great match for someone who shares the Trust's vision for educational excellence and has the focus to drive improvement at a pace, building on the school's improving foundations. You will be a team builder, able to motivate staff and pupils.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We fully recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Sharon Kontou, [principalspa@astrea-longsands.org](mailto:principalspa@astrea-longsands.org) to arrange this.

With very best wishes,

**Jo Myhill-Johnson**

Regional Director, Astrea Academy Trust

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# Open Letter from our Principal

Dear Candidate,

I am delighted that you are interested in applying for a role at Longsands Academy, part of the Astrea Academy Trust since 1<sup>st</sup> 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 is delivered by subject specialists. 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 on offer. Our students are encouraged to take responsibility for their learning both in and out of lessons. We are extremely proud of the achievements of our students that are a result of the high expectations, students' hard work and commitment and the supportive relationships that exist between staff, students and their parents/carers.

The pursuit of academic excellence is at the heart of the Academy. Through high expectations of behaviour, a commitment to great standards of teaching delivering a knowledge-rich curriculum, and positive working relationships with all members of the academy community, all students, regardless of their background or personal circumstances, are encouraged to achieve their academic aspirations. We believe that schools must teach powerful knowledge that takes students beyond their everyday experiences. We believe in a traditional, subject-based approach to teaching in order to create a scholarly culture that is disciplined and joyful. We want to ensure that we open doors for every students' future and develop in them a life-long love of learning.

We are committed to developing our staff to be the very best that they can be by striving to ensure that all of our colleagues can access high-quality Continuing Professional Development (CPD). Our CPD programme is both department-based and in collaboration with academies within the Astrea family and external partners. Wide-ranging opportunities for professional development are available for staff at all stages of their career, including ECTs, experienced classroom teachers, middle and senior leaders and support staff.

Please visit our website for further details on our vibrant and diverse [school](#).

I look forward to receiving your application.

**Dr Catherine Cusick**

**Principal, Longsands Academy**



# Job Description

JOB TITLE: Lead Practitioner - English

REPORTING TO: Head of English

SALARY RANGE: L2-L6 (£49,330-£54,444)

CONTRACT TYPE: Permanent

WORKING PATTERN: Full time

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# Role Description

Reporting to: Head of English

## Purpose

- The fundamental duty of the post holder is to support the Head of English to lead and manage the department at the academy. The post holder will be accountable for pupil progress throughout Key Stages 3, 4 and 5 ensuring all students, regardless of their starting points, make expected progress.
- The successful applicant will be able to strategically shape the future of English across the school, embedded as a core subject as part of a broad and balanced curriculum.
- The post holder is to make a special contribution to sustaining Longsands Academy as 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.
- S/he also represents the ethos, values and approach of the Academy to pupils, parents and staff.
- If you are the type of person who fits with our culture and is aligned to our values and mission, you will love working at Longsands Academy.

## Main Duties and Responsibilities

- Teach a planned timetable of 40 periods per two-week timetable including supporting the delivery of the Personal Development and PSHE curriculum
- Plan and teach engaging and challenging lessons that pave the way for success in school and in life together with setting and marking appropriate homework
- Meet the needs of all learners by consistently planning and teaching differentiated lessons.
- Use regular, measurable and significant assessments of teaching
- Closely monitor progress and attainment of all pupils in your year group and use it to inform teachers
- Provide content to deliver high quality pupil SENDCO interventions
- Maintain regular and productive communication with parents about their child's progress, behaviour and development
- Organise and participate in exciting and motivating trips and events
- Provide feedback to faculty colleagues that is supportive and that leads to sustained development
- Lead and manage a quality assurance process for faculty colleagues and model best practice across all year groups
- Act as a role model in terms of professionalism and positivity in the staff body
- Contribute to the overall academy wide leadership through specific leadership duties as directed by the Principal.

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# Person Specification

## Experience

- Experience of managing a team successfully
- A track record of positive pupil outcomes
- Experience of working in more than one school/Academy
- Experience of leading both teachers and associate staff
- Experience of monitoring and evaluating aspects of teaching and learning and/or performance management
- Evidence of a commitment to self-improvement as a professional
- Experience of working in a multicultural, diverse school
- Experience of supporting vulnerable young people using a multi-agency approach

## Education and Qualification

- Qualified Teacher Status
- Good Honours Degree
- Further academic qualifications or management training for example National College
- Evidence of outstanding teaching
- Personal success in leading a subject area

## Skills and Knowledge

- Knowledge and understanding of what constitutes high quality educational provision, the characteristics of an effective Academy and strategies for raising scholars' achievement
- An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions
- The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome
- A thorough understanding of current educational issues
- The ability to manage change effectively
- High level personal IT skills and the ability to use these effectively in a range of situations
- Ability to work under pressure and to deadlines
- High expectation of self and others
- Excellent punctuality
- An understanding and commitment to the protection and safeguarding of children and young people
- Excellent organisational skills – especially when logistically planning multiple events involving other institutions
- Ability to establish and maintain good relationships with others, including leaders from across the region
- Energy, imagination, loyalty and personal commitment
- Ability to inspire the trust, confidence and respect of pupils, staff and the community

### **This 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. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy.

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# 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 pupil
- 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 pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils 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 pupils 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.

View the [Astrea 2025 Strategy here](#)

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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.



#### Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*

