



CANDIDATE INFORMATION PACK

To inspire young people to make their best better



Dear Candidate,

Thank you for your interest in working at Kingswood Academy.

Our vision is to deliver world class learning, which places no limits on what young people can achieve. We want to become a beacon of educational excellence in Hull. It is our job to ensure that every child during their time at Kingswood Academy is

equipped with the skills, qualifications and attributes needed to live a happy and successful life in the 21st Century.

Kingswood Academy - Vision	
Delivering world-class learning, which places no limits on what young people can achieve; a beacon of educational excellence in Hull.	
Our Key Drivers	
The highest expectations	Everyone can be successful; always set and expect the highest standards
Never give up	Resilience is essential; turn challenges into opportunities
Everyone is valued	Diversity is celebrated; no one is left behind
Value feedback	Good quality feedback drives improvement
No excuses	Create solutions not excuses; accelerate progress
Outstanding learning	Outstanding learning in every lesson, every day

Underpinning our vision for educational excellence are our 6 key drivers, aspirational and inspirational principles, jointly created by students and staff to drive the Academy forward. These are: the highest expectations, never give up, everyone is valued, value feedback, no excuses and outstanding learning. At Kingswood we live and breathe these key drivers and are absolutely passionate and determined to ensure that our students receive the best education, we will not settle for anything but the best.

This summer, for the third year running, we celebrated our best ever GCSE results. We, yet again, had significant increases in the number of students achieving a grade 4 (old C grade pass) in both English and Maths. Our progress scores were excellent and again significantly improved. Our Progress 8 score of +0.42 puts us in the top two schools in the city and shows that on average all our students made almost half a grade more than expected nationally across every one of their 8 subjects from their starting points. At Kingswood Academy all students make good progress in every subject, regardless of their starting point.

We have a relentless focus on raising the academic progress of our students. Teaching and Learning is a passion of all our staff and we believe it is the key to school improvement. When every teacher is delivering outstanding learning day in day out, when every teacher truly loves their subject, has a sense of humour and makes learning fun and when every teacher knows the detail and nuances of the exam specifications to deliver top notch results then, genuine sustainable school improvement will take place. We are passionate about ensuring every classroom is filled with this type of teacher.

On top of the classroom teaching from our excellent staff we have extended the school day until 4pm for our Y11 students in core subjects, we provide 1 to 1 tuition and run intensive academic residentials to accelerate learning. Also to raise academic standards and student aspiration we are working with professional coaches who are renowned for improving achievement and standards in schools

nationally; these coaches have also had success working with multinational companies including NIKE and Chelsea football club. Our students recently commented to OFSTED on the positive impact these interventions were having. OFSTED also commented very positively on the academic improvement taking place across all year groups in the Academy in the recent visit.

We are also very passionate about our competition based house system. The aim is to build teamwork, confidence and community through competition. There are four houses: Johnson, Wilberforce, Sullivan and Reckitt. Every student is a member of one of the houses and competes to earn points for their house. Students can earn points for things such as attendance, progress, photography, sport, poetry, chess etc. You name it, we've got a competition to enable everyone to get involved. We want every student to develop the character, grit and determination to enable them to compete and experience what it feels like to be part of a successful team as well as getting first hand experiences of team camaraderie and team spirit.

At Kingswood Academy we have a multi-million-pound building which was named as one of the best buildings in the UK by the country's most prestigious architectural institution the Royal Institute of British Architects (RIBA). The state of the art facilities provide students with a superb learning environment in which they can excel. Every classroom at Kingswood Academy is spacious, bright and modern, equipped with the latest technology to support learning. Our other facilities include a professional theatre and recording studio, a full size 4G football pitch, a range of dance and drama studios, a state of the art design and technology workshop.

Dale Jackson (Principal)

Job Description

Job title: Second in Department – Science (and option for whole school STEM coordinator)

Accountable to: Head of Science

Purpose of Post:

- To rapidly raise standards and achievement, through: the strategic leadership of Science; consistently delivering outcomes that are above the national average for all students;
- Working under the direction of the Head of Science to implement the required changes that ensure that Science is fully prepared for deliver excellent results via the new GCSCs;
- To inspire imaginative and effective approaches to learning and teaching of Science; which consistently drive up progress and attainment standards;
- To support and improve other teachers to rapidly improve their effectiveness through modelling excellent practice and professional mentoring;
- To consistently teach high quality lessons which deliver excellent outcomes for all students.

Key Areas:

- Rapidly and sustainably improve the quality of teaching and learning within Science;
- Leading teachers within the Science department to improve the quality of teaching and learning and marking and feedback within Science;
- Raising achievement of all pupils at Science, ensuring they consistently make better than expected progress.

Duties and Responsibilities of the Second in Department:

Leading Teaching and Learning within Science

- Rapidly improve the quality of teaching and learning within Science; ensuring all teaching is at least Good;
- Improving Good teaching and learning in Science to Outstanding, by providing challenge programmes to enable staff to reach outstanding;
- Supporting the Head of Science with promoting a culture within Science where feedback is seen as a gift and welcomed through an open door policy;
- Supporting the Head of Science with maintaining and improving the on-going monitoring record of standards of Teaching and Learning within Science;
- Under the direction of the Head of Science leading mentoring plans with any teachers within Science which are not Good;

- Liaise with the Head of Science to plan training and development opportunities where appropriate;
- To work as a lead practitioner in Science to support the Head of Science to develop teaching and learning strategies that are effective and enable all students to achieve consistently above the national average at;
- Be committed to the use of new technologies to improve teaching and learning within Science (under the direction of the Head of Science);
- Keep up to date with current educational research;
- To develop staff expertise in all areas of teaching Science;
- To identify students at risk of underachieving in Science, advise the Head of Science and with the support of the Head of Science lead on appropriate intervention strategies to raise attainment;
- With the support of the Head of Science track individual students and cohort gaps at (disadvantaged, higher ability, boys and SEN). Then use these findings to implement appropriate and timely interventions in order to improve outcomes and narrow gaps.

Leading Science

- Rapidly improve achievement and progress for all students within Science;
- Be aware of national changes at and then work with the Head of Science to implement strategic changes to the curriculum that lead to outstanding outcomes. These national changes currently include the removal of levels and the introduction of new GCSEs.
- To work under the direction of the Head of Science to formulate detailed schemes of work, a robust assessment framework and homework procedures;
- Responsible for internal assessments which accurately and robustly inform the academy learning cycle data (under direction of the Head of Science);
- Support the Head of Science with embedding a culture of challenge and support within the department so that barriers to learning are broken down.
- Support the Head of Science with challenging the underperformance of staff at all levels;
- Fully committed and passionate about continuously developing their own leadership competencies.

Option - Whole School STEM Coordinator

Purpose of the post:

This aspect of the role under the line management of the Senior Leader for Science and STEM is responsible for creating a STEM hub of excellence within Kingswood Academy and delivering the key areas outlined below.

Key areas:

- To rapidly raise the profile of STEM across the Academy so it is an integral part of all subjects and curriculums (including the House system)

- To create a love for STEM across Kingswood Academy
- To support all HODs to ensure STEM is an effective part of all relevant SOW and curriculums
- To ensure that STEM is an effective part of 'transition' resulting in increased numbers of students on roll (inc. showcasing Kingswood's STEM facilities to our feeder primary schools)
- To deliver impressive, eye-catching events and extra-curricular activities which provide lasting memories associated with STEM
- Ensure STEM is seamlessly embedded in to our CIAG programme and our students are fully aware of all post 16 STEM related opportunities
- To rapidly increase the number of students securing access to good quality STEM apprenticeships and level 3 courses.

Duties and Leadership Responsibilities of the Director of STEM:

- Provide positive effective leadership of STEM across Kingswood Academy
- Provide an unwavering commitment to improving STEM at Kingswood Academy
- Plan, write and implement the whole school STEM Improvement plan which will ensure the key areas above are delivered.
- Manage the STEM budget
- Rapidly raise the profile of STEM across the Academy so it is an integral part of all subjects and curriculums (including the House system)
- Create a love for STEM across Kingswood Academy
- Ensure STEM is an effective part of all relevant SOW and curriculums
- Ensure that STEM is an effective part of 'transition' resulting in increased numbers of students on roll (inc. showcasing Kingswood's STEM facilities to our feeder primary schools)
- Deliver regular impressive, eye-catching events and extra-curricular activities which provide lasting memories associated with STEM
- Ensure STEM is seamlessly embedded in to our CIAG programme and our students are fully aware of all post 16 STEM related opportunities
- Rapidly increase the number of students securing access to good quality STEM apprenticeships and level 3 courses.
- Fully committed and passionate about continuously developing their own leadership competencies.

Job Description - notes

- All Academy leaders are subject to the requirements of the NCTL National Standards together with the Operational framework. These criteria will form part of the individual's professional development, performance management and review to be carried out by the Regional Director for Education and the Chair of the Local Governing Body;
- All Academy leaders are subject to the requirements of the OFSTED measures of effectiveness, which will be monitored by the Regional Director for Education, the AET Board, and the Local Governing Body;

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment;
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out, and no part of it may be so construed;
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post;
- The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Regional Director for Education, the CEO of the AET and the Chair of Local Governing Body;
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing;
- The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- All Academy leaders are expected to model professional leadership behaviours at all times;
- All Academy leaders may be directed to undertake other various responsibilities as directed by members of the SLT or Principal.

In addition to the above requirements, all Academy leaders are required to:

Promote the ethos of the Academy by:

- Being strong teachers in their own right with pupils of all attainment levels;
- Being a positive leader of ethos, demonstrating a “can-do” solution focused mentality when faced with any gripes or concerns with other colleagues;
- Being a strong presence wherever they are in the Academy;
- Modelling high standards in expectations and practice;
- Following Academy policy and promoting policy in all areas and at all times;
- Dealing immediately with any problem they observe;
- Being positive and proactive in seeking solutions to problems and in planning ahead;
- Constantly looking for ways to improve and innovate in education;
- Seeking the highest standards possible and sharing them with others.

Take responsibility for:

- Professional development and conduct of colleagues and pupils;
- Quality of care provided for colleagues and pupils;
- Identification of leadership potential in colleagues and pupils;
- Quality of the learning environment;

- The constant monitoring of the impact and effectiveness of innovation and operative systems within their remit;
- Being a conduit and filter for information to and from key stakeholders in the Academy;
- Organising their teams to deliver high quality service;
- Making sure what we say will happen, happens.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

REQUIREMENTS

EDUCATION & QUALIFICATIONS

Essential/Desirable

Good honours degree **Essential (A)**

Qualified Teacher Status **Essential (A)**

Evidence of recent professional development related to teaching and learning **Essential (A)**

EXPERIENCE

Experience of working successfully in a Secondary school Science department **Essential (A, I, R)**

Post in at least one school which was in challenging urban circumstances **Desirable (A, I, R)**

Experience of teaching both KS3 and KS4 Science **Essential (A, I, R)**

Can deliver day in day out quality Science lessons which drive progress. **Essential (A, I, R)**

KNOWLEDGE & UNDERSTANDING

Excellent knowledge of both the KS3 and KS4 Science curriculum. **Essential (A, I)**

Understands what good quality teaching and learning looks like. **Essential (A, I)**

Understanding of leading and developing outstanding teaching and learning and improving learning outcomes in Science **Essential (A, I, R)**

SKILLS & ATTRIBUTES

Highly motivated with a solid work ethic **Essential (A, I, R)**

Ability to innovate, manage change and evaluate effectiveness **Essential (A, I, R)**

Good or outstanding Science classroom practitioner **Essential (A, I, R)**

Fully aligned to our vision and key drivers **Essential (A, I, R)**

Be passionate about your own career development, be ambitious and driven to succeed **Essential (A, I, R)**

A = Application

I = Interview

R = References

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 64 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have to access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google for Education

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store—Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.