



ARCHBISHOP
SENTAMU
ACADEMY

Church of England



Teacher of English

Applicant Information Pack

Teacher of English (maternity cover) MPS / UPS NQTs welcome

Archbishop Sentamu Academy Start date April 2021

Welcome to the “Archie” family

Archie is the spirit of the Archbishop Sentamu Academy, reflecting its vision and underpinning its values.

Being a part of Archie means that together, we can achieve more, and that to be truly successful you have to aim high and work hard in teams, as well as individually.

We are caring, inclusive and proud of our Christian ethos. From day one, our students are taught that if they serve each other and work together, they can achieve far more than by working alone. We recognise that every student may need some special support during their time with us, so we ensure that students have access to a mentor if they would like one. This ensures they have everything they need to stay on track, and to achieve.

We invite you to join us in developing the “Archie Family” spirit and taking your place at the heart of a loyal community.

Archie has a very strong family tradition. We offer excellent pastoral support and a structured house system to ensure our students are well cared-for. This approach extends all the way into our highly successful Sixth Form, where students are equally well-guided and supported.

Whilst we insist on rigorously high academic standards for all, we also focus on developing the whole student and promoting their well-being. We are therefore proud to run scholarship schemes in Rugby, which is becoming one of the best in the country, as well as our Spotlight Drama Scholarship programme.

By offering inspirational teaching and a wide range of extra-curricular activities, I strive therefore, with all my staff, to ensure that they are safe, happy and given every chance to flourish in all aspects of their lives.

I look forward to working with you all to ensure we achieve this.

Job Details

We are looking for a motivated, qualified Teacher of English to join our enthusiastic team.

We are proud that the department has improved strongly year on year and achieves outstanding success, with many students choosing to continue their studies in English Literature and Language at A Level.

GCSE teaching experience is necessary and experience of English Literature and Language at A-Level is preferable.

All posts at Sentamu Academy Learning Trust involve at all times seeking to further the mission, values and strategic aims of the Trust; accepting responsibility for the implementation of policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the role specification and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach. Additional duties may be asked of members of staff as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!



Chay Bell
Academy Principal

Important Dates

Deadline for Applications: 9am, Tuesday 23 March 2021
Interviews: Friday 26th March 2021

Job Title	Teacher of English (Maternity cover)	Job Category	Teaching
Grade & Salary Range	MPS/UPS depending on experience	Hours of Work	32.5 hours per week
Location	Archbishop Sentamu Academy	Travel Required	No
Position Type	Teaching	Line Manager	VP Curriculum
Date Posted	17 March 2021	Posting Expires	9am Tuesday 23 March 2021
Interviews to be held	Friday 26 March 2021	Start Date	April 2021

Application Process

Please complete an application form and submit a covering letter of no more than two sides of A4.

All candidates are advised to refer to the job description and person specification before making an application. Interviews will be held as soon as possible after the closing date.

Completed Applications are to be returned to:

Name	Jenny Rose – PA to Principal
Email Address	recruitment@sentamuacademy.org
Postal Address	Archbishop Sentamu Academy, 1 Bilton Grove, Hull, HU9 5YB

Sentamu Academy Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check, medical clearance, satisfactory references and eligibility to work in the UK checks.

For any queries regarding the role, please contact the school directly or alternatively you can contact the HR Team via hr@sentamuacademy.org

Teacher - SALT Job Description

MAIN SCALE TEACHER JOB ROLE AND DESCRIPTION OF RESPONSIBILITIES

Leadership and development of teaching

- Respond to requests to implement workplace policies and practices.
- Implement these within their department or across their area of responsibility
- Reflect upon their teaching and classroom practices and be self-motivated to develop their own classroom practice.

Improving teaching through research

- Take responsibility to develop their own understanding of developing educational and pedagogical research to influence their own teaching and development.

Behaviour management and attitudes to learning

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils.

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 academy, in accordance with the academy'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 pupils' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Assessment, marking and planning

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 homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils 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).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development;

- Have a clear understanding of the needs of all pupils, 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.

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 pupils' progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Subject and skills knowledge.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes;
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide pupils to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own work and study;
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.

Impact on achievement within their own classroom, their department, across their area of responsibility and across the whole Academy.

The development of a varied and appropriate curriculum

- Contribute to aspects of Faculty / Subject Schemes of Work;

Pastoral duties

- Be a form tutor or class teacher to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group/ class as a whole;
- Liaise with the Pastoral Leader or learning mentor (as appropriate) to ensure the implementation of the academy's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;

- Communicate, as appropriate, with parents of students and persons or bodies outside the academy concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to PSHCE and citizenship and enterprise according to academy policy.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy;
- 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;
- Take responsibility for their own professional development and duties in relation to academy policies and practices;
- Communicate effectively with parents with regard to pupils' achievements and well-being;
- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the academy;
- Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy;
- Take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review days and events with partner schools;
- Support the effective use of Learning Support Assistants/Teaching Assistants assigned to work in lessons;
- Participate in administrative and organisational tasks related to the duties described above, including the direction or supervision of persons providing support in the classroom, attending assemblies, registering the attendance of students, supervising students during duties before, during or after school sessions.

Teacher - SALT Job Description

POST-THRESHOLD TEACHER JOB ROLE AND DESCRIPTION OF RESPONSIBILITIES

The post holder is expected to demonstrate all the attributes of a classroom teacher, and also to undertake their professional duties within the conditions operative at the time of issue of this Job Description. In addition, post-threshold teachers will be expected to demonstrate the following attributes and undertake a range of the following responsibilities:

Attributes:

Post-threshold teachers are expected to:

1. Leadership and development of teaching

- Identify opportunities to develop one's own teaching and classroom practices to develop and model good and outstanding practices.

2. Improving teaching through research

- Integrate recent developments in teaching and learning into their own practice, including those relating to subject/curriculum knowledge. They will be reflective about their own practice and effectiveness: sharing with, and learning from the work of others, and constantly seeking ways to improve through innovation and research.

3. Behaviour management and attitudes to learning

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential, and how to share these skills with others.

4. Assessment, marking and planning

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications;

5. Subject and skills knowledge

- Be a source of information and knowledge about their subject area and aspects of the curriculum, promoting sharing good practice within their department and/or across the Academy.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Teach lessons that are at least "Good", which lead to learners achieving well relative to their prior attainment, making progress over time that is as good as, or better than, similar learners nationally. This will mean that they are flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners.

6. Impact on achievement within their own classroom, their department and/or across the Academy.

- Initiate and promote change at a departmental and/or academy level;
- Promote collaboration and work effectively as a team member;
- Model this to others within the department and the Academy.
- Take ownership for aspects of a curriculum and drive forward improvements in teaching and learning at least at a departmental level.
- Additional Responsibilities:
Post-threshold teachers should, in negotiation with subject team-leaders and by agreement with the Principal, assume additional responsibilities including, but not limited to, the following:
 - Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation;
 - Contribute to and be responsible for aspects of Faculty or Subject curriculum planning, such as post-16 subject schemes where the faculty/curriculum area is responsible for a number of different post-16 courses/subjects at Level 2 and Level 3;
 - Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Subject Teacher Person Specification

I: Interview, R: Reference, A: Application Form

Characteristics	Essential	Desirable	Evidence
Qualifications	Qualified Teacher or NQT	Evidence of continuous professional development	A
	Graduate	Willingness to undertake further professional development	I
Experience and Knowledge	High level of specialist subject knowledge	Ability to teach more than one subject	A, I
	Successful teaching experience	Knowledge of core standards for teachers and how they apply in practice	R, I I, R
		Willingness to contribute to the wider life of the school	A, I
Vision and Values	Commitment to comprehensive, inclusive, community education in a Church of England Academy.		A, I
	Commitment to safeguarding and protecting children and young people		I
	Passion for own subject specialism/excellence		R, I
Skills	Ability to motivate learners of all abilities to learn and to make good progress	Ability to use e-technologies effectively	R, I
	Good oral & written communication skills		A, I
	Ability to listen & respond to young people establishing excellent relationships with them		A, I
Characteristics	Essential	Desirable	Evidence

Skills cont.	Ability to analyse data effectively and use data to set clear, challenging targets		I, R
	Ability to use ICT for planning, teaching, organisation and assessment purposes		R
	Ability to plan consistently, creatively and effectively to support excellent progress		R, A
	Very good classroom management		I
	Ability to reflect upon own practice & respect the contribution of others		I, R
	Ability to work effectively as part of a team		R, A

Thrive

We are committed to empowering our workforce to flourish and thrive, enabling us to transform both the schools and the lives of the young people we serve.

Growing together is at the heart of our development. We are committed to continual personal development – for ourselves and on behalf of others. All of us are learners.

Partnership working within and outside our Trust enables the sharing of best practice and supports the wider education community. At SALT we are committed to working collaboratively with high quality local, regional and national providers. We are proud to be an outward facing educational trust.

As Learners

We work with trust schools in aiming to create a culture of excellence, by being relentless in providing the very best for our children and students. We believe that given the right support, in the right environment, all young people can thrive and make excellent progress. For us, what matters most is the distance travelled, not where the children end up.

As Creative Individuals

First and foremost, our schools are places of learning, but we strongly believe that we succeed together by treating each young person as a creative individual, nurturing their interests and rejoicing in their passion. We understand that no two young people are the same, so we provide opportunities to allow our students to explore all aspects of being unique.

By encouraging creativity and expression in all its forms, our young people develop not just academically, but as a whole.

As Caring and Engaged Citizens

As Church of England and community schools we are particularly committed to motivating our young people from an early age, to become active, caring and engaged members of the community.

The Trust works with the Archbishop of York's Youth Trust to deliver the Young Leaders Award programme at Key Stages 2, 3 & 4. We are advocates for this scheme which empowers young people to make a difference in their local community whilst growing in key leadership skills.

As Spiritual Beings

Our history dates back to 1812 when church schools were founded across England. Being a Church of England multi-academy trust today embodies this 200-year legacy of the first church schools. This distinctiveness is central to everything we do and the values of those early church schools, based around inclusion, community and service are visible across the Trust today.

As Professionals

We want every young person to experience great teaching and get the support they need throughout their time at school. We value our staff immensely and are committed to initial teacher training, professional development and leadership development. As a Trust we are there to challenge but most importantly support each other. No one should feel isolated and on their own.

Thrive

Benefits of Working at SALT Continuing Professional Development (CPD)

Sentamu Academy Learning Trust, Hull is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also work in partnership with Hope Learning Trust, having access to bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.



From NQT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the Hope team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of Sentamu Academy Learning Trust, you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded based on earnings level) SALT also pays into the scheme on your behalf. For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and SALT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be. For more information visit www.cyclescheme.co.uk



The Sentamu Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for young people and having a central understanding that we should all put others needs before our own, we will succeed.

