

Application Pack

Dear applicant,

Thank you for your interest in applying for a position at Chorus Education Trust.

At the heart of our Trust is the belief that every child deserves the very best education and can achieve beyond their expectations. This is embodied in our ethos, 'Outstanding achievement For All'.

You can read more about our approach and our individual schools within this pack. In essence, we believe that schools can work together, bringing their collective expertise to benefit everyone. We have been doing this for years through our Teaching School – one of the biggest in the country, training over 100 trainees every year.

We have built upon this success to establish the only national SCITT (School Centred Initial Teacher Training) for modern languages, working with colleagues across the country in both state and independent schools to bring additional language teachers into education.

As a leading provider of NQT Induction and professional development for all staff – including subject specialism and middle leader training, we believe we can support you through every stage of your career. Our challenge is to make your experience within Chorus Education Trust so good that you'll never want to leave. We want to grow teachers and leaders who can spread their excellence across all of our schools, supporting colleagues and inspiring students.

I hope you share our vision for education and will apply to work with us soon.

If you require further information about the Trust and its schools please visit our website at: www.chorustrust.org

With very best wishes,



Roisin Paul
Executive Headteacher



About Chorus Education Trust

We are a growing Trust, committed to providing every child with the best education possible in both primary and secondary schools across South Yorkshire and Derbyshire.

Our founding school, Silverdale secondary comprehensive, is an Outstanding school, recently voted Top State School in the North by the Sunday Times, where students achieved the top Progress 8 score in South Yorkshire last year. Westfield School in the south-east of Sheffield is also part of our Trust, having joined officially in December 2018. More recently, Hope Valley College in the Peak District joined in September 2019.

Other secondary and primary schools are in the process of joining the Trust, and the aim is to develop a Trust across Sheffield and the Peak District with geographical hubs. The vision of the Trust is 'Outstanding Achievement for All'. All appointees will be given a primary place of work but may be required to work at any site within the Trust in the future.

An outstanding education should not depend on your postcode

We believe that every child in our region deserves the best education possible, and we know that there is outstanding expertise across our region that can be harnessed to make this happen. That means drawing on one of the biggest strengths in the education world – the willingness to share, support and collaborate.

Working with both primary and secondary schools in South Yorkshire and Derbyshire, we are working to build a Trust that provides the very best education for young people, where ever they live.

Together we are stronger

All schools are facing financial challenges and we believe that, by coming together, we can build resilience that just wouldn't be possible on our own. As well as achieving economies of scale for schools by purchasing goods and services as one organisation, we provide a range of central services at extremely competitive costs. You can see the full list [here](#). We also have expertise in fundraising and income generation, to ensure that schools can bring in additional funding.

You don't have to like the academies programme to like us!

We know that the academies programme isn't everyone's preferred way of delivering education. However, it is the direction of travel for the foreseeable future. So we are very keen to build a collaboration of schools in our region, rather than have it 'done to us' by a national chain with limited understanding of the local area.

Choose your own destiny

We know that every school brings expertise that we can all learn from. So we want the schools that join us to help shape our Trust. We don't believe in moulding every school to one template. Instead, we want our schools to contribute to the long term development of the Trust.

We know education

At our heart is the Sheffield Teaching School Alliance, which trains over 100 teachers every year, runs a range of CPD courses and runs the only national SCITT (School Centred Initial Teacher Training) for modern languages. We work with over 150 schools and have built a trusted reputation for training and developing teachers. We bring this expertise and experience to inform our work across the Trust.

You can be aspirational and inclusive

We believe that every young person has the capacity to achieve beyond their expectations. We go to great lengths to keep students in school, by developing a strong, inclusive environment and investing in teams of dedicated, professional staff.

Silverdale School



Silverdale School is a highly popular and high-achieving 11-18 comprehensive in the south west of Sheffield. The school has been completely rebuilt (PFI) in the first phase of Sheffield's Building Schools for the Future programme.

The school is attractively situated on a single site in 17 acres of grounds within the south western area of the city, and enjoys extensive views over Sheffield and the surrounding countryside. The school has an Integrated Resource Unit for Deaf and Hearing Impaired children, which is staffed by teachers from the Sheffield Service for Sensory Impaired Children.

Aims

The school has high expectations of all its pupils. Our aim is to work in partnership with pupils and parents, and to provide education in a caring and supportive environment that allows each individual to develop morally, spiritually, physically and intellectually at the pace and in the direction which suits each pupil best so that the highest possible standards may be achieved. The school also works closely with employers and other schools and colleges.

We regard standards of behaviour as being of great importance. The school is concerned that its curriculum should both reflect and give value to the diversity of the pupil community and prepare pupils to take their place in a multi-cultural society. The school is committed to equal opportunities for all. The school aims to safeguard all its pupils so that they experience school as a safe and secure environment in which to learn.

Admission

The school has approximately 1,480 pupils including nearly 400 in the Sixth Form.

In recent years the number of applications for admission to Silverdale has exceeded the admission limit. Approximately 180 pupils are admitted each year to Year 7, who are placed in 6 mixed ability classes.

The Sixth Form is also popular with a large number of Year 11 pupils progressing to post-16 education.

Facilities



The new building (occupied in January 2009) provides full access for all students and is a fully inclusive environment. Through its design features, it supports:

- Innovative and flexible teaching and learning: with large, fully equipped classrooms and other, more informal study environments, (particularly for older students) which all promote learning as a stimulating and enjoyable experience.
- Inclusion: an integrated support centre at the heart of the school enables students to become independent learners. The integrated resource provision for the profoundly deaf is fully integrated into the fabric of the school, making it possible for every member of the school community to feel valued and included. Access to all areas is ensured and the site enables co-ordination of the SEN and mainstream elements of the school, thus enhancing provision and better meeting the needs of all the young people.
- Behaviour management and supervision: The creation of wide corridors and stairways and social areas for students support a sense of calm. These facilities have a positive effect on pupil attitudes to school and assist staff in ensuring efficient pupil movement and levels of punctuality.

- **Departmental Areas:** each has its own resource area and accommodation for staff work spaces. Classrooms and other, more informal learning spaces are adaptable to allow for flexibility in teaching and learning styles, cross curricular work, a differentiated curriculum and access to ICT, enabling everyone to have full access.
- **Provision for ICT:** the new building provides a range of flexible areas supported by wireless technology. Interactive whiteboards and digital projectors are in all learning environments and facilitate a range of delivery styles. The technology supports remote learning: enabling lesson plans, schemes of work, homework and assessments to be accessible at home as well as at school.

The facilities provided evoke a sense of pride in the school. They enable all students to access a wide curriculum offer in an environment and ethos conducive to learning.

Pastoral Care

Our pastoral and support system is based on form and key stage groupings. Each form belongs to a key stage group with a Form Tutor, a Key Stage Leader and a Pastoral Manager to monitor attendance, work progress, behaviour and achievements. We offer support and guidance in these teams from Years 7 to 11. In Years 12 and 13 there are Form Tutors, supported by the Head of Sixth Form, Y12 and Y13 Leaders, Key Stage 5 Support Officer and Administration Assistant. Here guidance and support are given on academic progress, university and Post-18 selection and application; in addition to a wide range of activities including prefect duties and community service, and a PSHE and Key Skills programme.

We work closely with parents, outside agencies and feeder schools. We believe in keeping parents informed through regular reports, a Parents' Evening, Choices Evenings in Years 9 and 11 and welcoming evenings for Years 6 into 7. We welcome contact with parents at any time. Students use the Milk app, where homework, attendance and achievements is recorded; parents can also view this data on the app.

We have a high profile *Anti-Bullying* policy and good behaviour is expected and rewarded with unacceptable behaviour checked promptly according to the school's sanction ladder.

Curriculum Organisation

Pupils who join year 7 from primary schools are placed in all-ability classes for teaching, registration and tutor purposes.

The timetable for Years 8 and 9 is constructed to allow setting in some subjects (i.e. the placing of pupils in teaching groups consisting of similar ability).

The Year 10 and 11 options programme provides a common core experience for all pupils and an opportunity for some specialisation. Pupils study up to 9 or 10 subjects aimed at external examinations. All pupils have the opportunity to take GCSE English, Maths and Science and the majority of pupils take at least one foreign language at KS4. Over 70% of students study the English Baccalaureate suite of subjects.

Pupils who need individual attention, especially in English and Mathematics, may be withdrawn from class lessons to be taught by specialist staff at any time during the five years. The aim of this is always to prepare the pupil for a return to mainstream classes as soon as possible. Support is also provided for individual pupils in lessons where appropriate.

Curriculum Enrichments

Curriculum enrichments are available to all pupils. Y10 pupils have two weeks Work Experience. Optional enrichments include: a very wide range of P.E. activities, including opportunities for inter-form sports competitions, school teams and clubs; annual ski trips; annual drama productions; music concerts and activities; French Exchanges; Language intensive courses abroad; Home Stay visits in Spain; Christian Union; a range of Student Voice Activities including an Executive School Council; work shadowing; work experience abroad for all A-level linguists; Young Enterprise and mock Interviews for Sixth Formers.

All year 11 students receive a *Record of Achievement and Experience* that contains a personal account of their work experience and enterprise experience, tutor and personal statements, as well as their other achievements and experiences.

Examination Results

In 2017-18, our Progress 8 score was +0.67 – the highest in South Yorkshire! The 2018-19 score looks to be at a similar level, around +0.6.

For 2018-19 we received an Alps 1 score. This means that the progress our students make at A-level is in the top 1% of the country.

In 2018-19 70% of our students' grades were at A* to B – the highest results of all state sixth forms in Sheffield.

Management and Leadership

The Leadership Team consists of Head of School, 2 x Deputy Headteachers, 2 x Assistant Headteachers, and the Business & Development Manager.

The Head of School reports to the Executive Headteacher of Chorus Trust.

The Governing Body meets frequently and has a cycle of committees covering finance, staffing, curriculum and premises, reporting up to the Chorus Trustees.

The management of the school aims to be open and inclusive, encouraging every member of staff to contribute fully to the life of the school and to their own professional development.

The school has an agreed Equal Opportunities Policy and a Special Needs Policy statement.

Governance

The Local Governing Body meets frequently and has a cycle of committees covering Finance and Resources, School Improvement, and Safeguarding and Inclusion. The Parent Governors are keen to hear parental views and respond to their needs. The Local Governing Body report to the Chorus Education Board of Trustees.

www.silverdale-chorustrust.org

Sixth Form



Silverdale's Sixth Form offers two year courses to students who wish to continue their studies beyond Year 11. The aim is to construct, for all students, an individually designed course which offers the maximum career opportunities and meets the specific requirements of any Higher Education courses for which they may be aiming.

A wide range of A-level, BTEC and other Level 3 options are offered. A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, Extended Project Qualification (EPQ) & Volunteering.

The stay-on rate to the sixth form is very high (about 70% regularly stay on into the sixth form at the school). Most of these students go on to gain university places. The school provides an extensive programme of one to one support and advice for sixth formers, including a university preparation interview in Y12 and help with UCAS application at the beginning of Y13. Post A-level advice is also provided. The school has close links with a number of Oxbridge colleges and a high success rate in obtaining Oxbridge places.

www.silverdalesixthform.com

Westfield School

Westfield School is on the cusp of achieving great things. Over the last year leadership has been under Chorus Education Trust – an inclusive and aspirational local Trust that is drawing on the very best teaching and learning across South Yorkshire and Derbyshire. The school is officially joined the Trust in December 2018.



With solid foundations in place, a new Head of School is working with staff to ensure that the Trust's ethos of 'Outstanding Achievement for All' is at the core of all work at Westfield. The school has a strong tradition of inclusion, whilst aspiring for the very best education, opportunities and results possible for all students.

This is a school where, if you have the passion, talent and commitment, you can make great progress. It is a happy school with supportive and willing staff, students and parents. It has excellent facilities, particularly for sport – with a sports centre (including swimming pool), which are free for staff to use.

The school is an 11-16 comprehensive with over 1,000 students on roll, located in the south-eastern suburbs of Sheffield. It sits within the centre of its catchment area and enjoys excellent, modern facilities. There is easy access to the M1 and Sheffield City Centre.

As a learning community Westfield recognises that staff are entitled to develop and progress. We are able to draw on our partnership with the Trust's teaching school, the Sheffield Teaching School Alliance, to develop our staff and offer them extensive professional development opportunities.

Chorus Trust also offers Westfield students the opportunity to progress into their Sixth Form – where students regularly achieve the best results of all state schools in Sheffield. Staff work in partnership across both schools, offering support and sharing expertise.

Strong partnerships with parents, our family of schools and wider community underpin our success. We are developing strong collaborations and much closer working with local primary schools and post-16 providers.

Sixth Form

Westfield students have equal admissions to Silverdale students into Silverdale Sixth Form, providing they meet the admissions criteria. In 2018 the first 11 students from Westfield entered Silverdale Sixth Form.

Pastoral Care

Every student in the school is a member of one of our four Halls, each named after a local river.

- Don (red)
- Loxley (blue)
- Rivelin (yellow)
- Sheaf (green)

Our school logo reflects the colours of the four Halls. Students wear a tie that contains the colour of their Hall. They are allocated into a Hall when they first join the school and stay within that group until they leave school in Year 11. Year 7 students with older siblings in school will normally be placed in the same Hall.

Students compete in inter-hall competitions such as the London Legacy Inter-Hall Sporting Competition and our school inter-hall Sports Day.

The school has recently moved away from a vertical form system, to forms (called ARKS groups) based upon year group. The rationale for this is as follows:

- It enables English and Maths teachers to become key workers for Y11 students, thereby maximising opportunities for intervention with Y11 students as exams draw ever closer.

- It enables the Head of Year 7 and Pastoral Manager for Y7 students can ensure a smooth transition from Y6 to Y7 and support students throughout their first year at secondary school.
- It enables key messages to be delivered to year groups as a whole and for targeted support to be given to students at different times of the year with key events, such as Y10 Work Experience, Y11 Post 16 progression and the options process in Y9.
- The content of the work delivered in ARKS time can be differentiated to ensure it is suitable for that year group.

Teaching and learning

At Westfield our vision is for outstanding achievement for all.

To achieve this, we must ensure:

- all lessons engage, support and challenge all students to make rapid and sustained progress.
- all teachers have a shared understanding of what constitutes outstanding teaching and learning.

The Teaching and Learning Policy focuses on incorporating teaching principles that we believe encourage and will engage students in higher thinking and learning.

We have followed the DRICE educational model for this, which has been used nationally to escalate pupil progress for all students. At Westfield, teachers will aim to provide learning opportunities that:

- **Deepen** thinking.
- **Role model** learning.
- **Impact** on learning.
- **Challenge** expectations.
- **Engage** in learning.

By following this model, we have developed and instilled key principles of teaching and learning that as staff we aim to follow every day.

By ensuring engaging and valuable learning experiences, we will ensure all pupils make rapid and sustained progress. In order to ensure this happens in every lesson, we have focussed more clearly on 6 key aspects of outstanding Teaching and Learning. These are:

1. Planning - At Westfield we must ensure that learning objectives and clear and *differentiated learning outcomes* are present in all lessons.
2. Engaging Activities - At Westfield we believe students should be *engaged* by the lesson as soon as they arrive at the classroom.
3. Modelling - We will *role model* learning processes to enable students to apply knowledge effectively and *challenge* themselves within learning tasks.
4. Application of knowledge - Pupils need to apply knowledge. The tasks will *deepen knowledge* and *challenge* students to *meet or exceed their targets* and should allow for progress to be measured through AFL strategies in place.
5. Challenge - Lessons at Westfield will *embrace challenge*, with students being consistently pushed to make *outstanding progress*.
6. Assessment for Learning - We must enable students to reflect on current progress and drive the understanding of how to *make further progress* through effective use of AFL (Self, Peer, Questioning).

Attainment Results

The 2019 results were as follows:

KEY STAGE 4 EXAM RESULTS 2019

- English average point score: 4.33
- English Attainment 8: 64.4
- Pupils achieving a strong pass in English and Maths (Grade 4 and above): 50%
- Pupils achieving a strong pass in English and Maths (Grade 5 and above): 33%
- Pupils achieving a standard pass in % subjects inc EM (Grade 4 and above): 48%
- Pupils entering EBacc: 26.5%
- EBacc average point score 3.5

Additional information about English at Westfield School

English is a developing department at Westfield. The English department is relatively newly formed team and consists of energetic and dedicated practitioners who have positive relationships with students and parents and a commitment to teamwork and the sharing of best practice. This subject plays a key role in the personal development of students at Westfield and the passionate team aims to ensure that all students achieve well in this subject.

Key Stage 3

English is taught in mixed ability classes throughout both years 7 and 8. Teaching styles are varied and we have high expectations of our students. The team are developing some excellent schemes of learning which aim to develop knowledge and skills that students will need in KS4. The school is currently in the process of reinstating a dedicated library which when up and running will be used for a wide variety of English activities. In KS3 students cover a modern novel, Pre C20 prose fiction, Shakespeare, poetry, as well as fiction and non-fiction extracts. In both years, the schemes of learning aim to develop various types of writing and SPaG skills.

From Y9 classes are banded into wide ability groups and we aim to develop both reading and writing skills needed for GCSE Language and Literature as well as ensuring students study a wide variety of texts.

Key Stage 4

In KS4 students have 9 lessons of English over the 2 week timetable. All students are entered for both English Language and English Literature which they sit at the end of y11.

Westfield delivers the AQA English Language and English Literature courses. Both the GCSE Literature and the GCSE Language enable students to study a variety of text and the Language GCSE also incorporates opportunities for students to write creatively.

English Language GCSE comprises of the following sections:

- Paper 1: Explorations in creative reading and writing
- Paper 2: Writers' viewpoints and perspectives
- As well as the spoken language component

English Literature:

- Paper 1: Shakespeare and the 19th-century novel.
- Paper 2: Modern texts and poetry.

Curriculum Enrichments

At Westfield, we aim to nurture our pupils' talents and interests. A wide range of activities are put on at lunchtimes and after school which all students are welcome to participate in.

Departments also offer enrichment opportunities that allow pupils to experience their subjects beyond traditional classroom teaching.

Sporting success

Westfield has a proud history of sporting success. We were previously a specialist sports college and are fortunate to have state of the art sporting facilities on our site. These include an indoor swimming pool, gym, sports halls and extensive outside pitches.

Last year was quite simply the greatest in the sporting history at Westfield. Not only did we achieve huge sporting success, we had huge attendance in after school sport and made a real difference in our community. And our PE department won the John Moss Award in Sheffield, earning us the title of PE Department of the Year!

The events ranged from athletics and gymnastics through to Key Stage 1 ball skills and Year 6 transition events. All of these events are led and driven by our Sports Leaders and last year they allowed over 3,000 young participants the chance to be active and competitive. Perhaps the highlight was our Olympic Torch relay. Ten schools were visited by our four Legacy Makers who brought with them a real London 2012 Olympic Torch. Each school gave the torch a Rio 2016 style welcome and presented the Legacy Makers a handmade Olympic Torch designed by a selected child.

What the schools produced was quite simply unbelievable. The quality of our Sports Leaders has been recognised by various external organisations. It speaks volumes that we have Sports Leaders involved in the Points Leadership Academy, the Sheffield Academy of Young Leaders and we have volunteers at events such as the British Athletics Championships and the UK School Games. Most recently Westfield was awarded Sports Leaders UK Academy status.

We also have one of the largest Sports Leaders' Academies in the city, with over 75 trained students from Years 7 through to 11. The school has built a culture where it is a genuine honour and a sought after position to be a Sports Leader. The Leaders are integral to what we offer within our community. Last year we ran 19 festivals and events and all nine of our feeder schools were involved.

Positive Discipline

This year we have introduced a new behaviour management system called Positive Discipline. Parents and students had told us that they wanted:

- School to be a safe, calm place where students can focus on their learning,
- Students to be recognised and rewarded for consistently doing the right thing.

Positive Discipline means:

- A rewards-led system.
- A calm and purposeful environment, all the time, every day.
- Self-managing students who are ambitious, ready, kind and safe.
- No low-level disruption to lessons.

- Crystal clear expectations and structures consistently implemented at every level and at every stage of the school day.

Sheffield Teaching School Alliance



Our Teaching School supports staff at every stage of their career - from initial teacher training, right through to middle, senior and executive leadership. We also provide subject specialism training.

The Teaching School grew from Silverdale School, was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance.

This year it was one of the only Teaching Schools in the local area to be eligible to apply for the Super Teaching School Hub pilot, run by the Department for Education.

We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield and a fully developed programme of CPD for teachers. All of these activities provide opportunities for staff within our Trust to take on new roles and skills.

We work with over 60 schools in our School Direct network, which includes primary, secondary, special and the Peak District – training over 100 teachers every year. We are always looking for new partners and to deepen existing relationships.

Our Specialist Leaders in Education (SLEs) enable us to provide school-to-school support across the region. These roles provide excellent opportunities for staff in our Trust wishing to further their experience and skills.

www.sheffieldtsa.org

National Modern Languages SCITT



As a result of our success recruiting and training Modern Languages teachers through School Direct, we have worked with the Department for Education to establish a subject specific School Centred Initial Teacher Training (SCITT) provider for Modern Languages.

Our [National Modern Languages SCITT](http://www.nationalmodernlanguages.com) represents a new partnership between the state and independent sector offering a wealth of experience and tremendous opportunities to train to teach in a wide range of contexts.

www.nationalmodernlanguages.com

Faculty Leader of English: Job Description

MAIN SCALE / TLR2B

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

1. Lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum

- To provide strategic leadership for the development and management of English throughout the school.
- To identify areas for development and improvement linked to the school improvement plan and national and local initiatives.
- To develop and monitor schemes of work for English across the whole school and ensure successful implementation which meets curriculum requirements.
- To have an overview of, and contribute to the planning and delivery of continuous professional development and training related to English.
- To develop strategies for the use of English to promote new teaching methods and improve learning throughout the school and monitor effectiveness in raising standards of teaching and learning.
- To monitor and evaluate student across the school in English.

2. Impact on the educational progress of students other than the teacher's assigned classes or groups of students

- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in English to identify clear, appropriate targets for attainment and/or achievement across the area of English to monitor and evaluate pupil progress and achievement against targets
- To lead evaluation strategies to contribute to overall school self-evaluation
- To undertake lesson observations and provide constructive feedback and support as appropriate.
- To implement school quality procedures and to ensure adherence across the school.

3. Leading, developing and enhancing the teaching practice of other staff

- To ensure the establishment of common standards of practice across English and develop the effectiveness of teaching and learning styles.
- To plan and implement strategies to improve teaching where needs are identified.
- To provide induction, support and monitoring for new staff.
- To act as a role model of good practice for other teachers, modelling effective strategies with them.
- To act as a performance management team leader for identified teachers.
- To ensure all staff in school are familiar with the aims and objectives of English.

4. Line management responsibility for a significant number of people

- To be responsible for the day-to-day management of staff including disciplinary, capability and recruitment processes.
- To monitor staff performance against school, student progress and personal targets
- To ensure the effective and efficient deployment of staff
- To ensure staff development needs are identified and appropriate programmes designed to meet these needs.
- To take responsibility for the implementation of and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

5. Specific duties relating to this post:

- a) To move towards outstanding teaching throughout the school.
- b) To be accountable for raising attainment within the subject faculty through monitoring and evaluating student achievement and setting targets for improvement.
- c) To be an exemplar practitioner within their own specialism and to lead by example with regards to other areas such as team teaching; lesson planning and coaching
- d) To effectively performance manage teaching staff and deploy teaching and support staff to maximum impact within the subject area.
- e) To ensure that performance management arrangements are effectively discharged by other team leaders within the department and also monitor the effectiveness and impact of these arrangements.
- f) To lead, develop and enhance the teaching practice and pedagogy of all direct report teachers, this will include monitoring and evaluating NQT/GTP staff and also identifying failing staff and establishing support strategies as appropriate in line with school policy and procedures.
- g) To attend and contribute to meetings as required by school management and to make an active contribution to 'SIP' and 'SEF' development.
- h) To be accountable for the strategic direction, leadership and management of subject/core area, the development and implementation of school policies, plans, targets and practices within the context of the school's aims and policies.
- i) To audit the students and staff perceptions of Teaching & Learning, to report back to the Senior Leadership Team on the effects of Teaching & Learning on raising attainment to develop co-construction.

6. The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.

7. This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

Application Procedure

Applications should be made by completing the form in detail.

The section of the form entitled 'Suitability for the Job' should address the contents of the job description enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application form should be emailed to recruitment@westfield-admin.co.uk and should arrive no later than midnight on 17th October 2019. (Please note interviews may be held before the closing date for strong candidates)

All applicants are asked to supply a telephone number and an email address for each referee quoted on their letter so that contact can be made without delay. (CVs & SCC application forms will not be considered).

Please understand that we cannot acknowledge receipt of individual application forms.