



**LAUREATE
ACADEMY**
LIBERTAS PER CULTUM

**Application pack for
Second in English
(Main or Upper Pay Scale, dependent on
experience + TLR £4,681)**

Information for Applicants



2019

**FUTURE
ACADEMIES**

WELCOME

Dear Candidate,

Thank you for your interest in the post of Second in English at Laureate Academy. We are seeking to appoint a talented, inspirational and highly motivated leader, to work as part of the proactive English faculty to drive school improvement, and build on the school's many strengths.

This is an exciting time to be joining Laureate Academy as we continue to lay the foundations to provide an exceptional education to all students. The whole staff team are supportive of each other and committed to school improvement, and I am certain that this opportunity will provide you with an exciting and rewarding career opportunity in a school with a bright future.

We hold a commitment to help all students achieve, regardless of their starting points. We are looking for an individual who can play a key role in the next stages of our development, and share our determination to ensure outstanding outcomes for the students at the school. The post holder will have a range of expertise and an ability to deliver outstanding lessons to enable progress across all key stages. They should have innovative ideas, excellent interpersonal skills and be a team player.

As a member of the school, you will often be representing the wider community, so you will need to be proactive and confident, with a flair for problem solving, although there is always plenty of support available from the rest of the staff team.

This is an important position for us and we are looking for highly talented candidates. If you would like to visit the school to find out more about who we are and what we do then we would be very happy to facilitate that and you can contact my PA, Helen Hardy (h.hardy@laureateacademy.org.uk) to arrange a tour.



If you would like to speak to me about the role, then feel free to ring the school and I will return your call as soon as I can - I will be happy to try to answer any questions you may have! In the meantime, thank you once again for your interest in the post and I very much hope that we will be hearing from you soon.

I am determined that each student at Laureate Academy will be able to reflect on their years at the school as being a period of happiness and personal fulfilment. I know that the governing body, teaching and support staff share my commitment in achieving this goal and I look forward to your application if you share my determination.

Hugo Hutchison
Executive Principal

The Trust's Principles

Our work is built on three principles: Knowledge, Aspiration and Respect. These give us a shared language and link the many things we do together.

Knowledge

We believe in the transformational power of knowledge, structured through subjects.

Aspiration

We are ambitious for our students, and set high standards for ourselves.

Respect

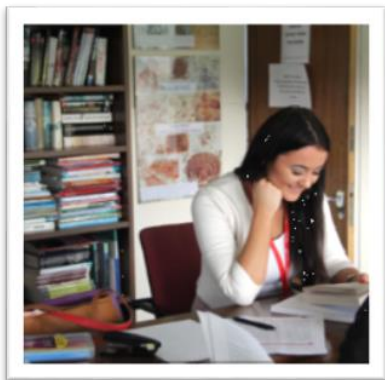
We value every child and each other.
We respect our planet, our history, and British values.

100% Culture
No Excuses
We give 100 percent



**FUTURE
ACADEMIES**

Job Description – Second in English



Job Title: Second in English

Reports to: Director of Learning: English

Responsible for: Delivering the highest quality learning experiences to students in the English Faculty, ensuring student progress and managing a small team.

Start date: September 2019

Salary: Main or Upper Scale + TLR2b £4,681

Disclosure level: Enhanced

Roles included: Second in Department, Classroom Teacher, Form Tutor

Job purpose

- to contribute to developing Laureate Academy into a great school by teaching a knowledge-led and challenging English curriculum, teaching highly effective sequences of lessons, and constantly reflecting on your practice.
- to promote student learning and be accountable for student progress and development within the subject area
- to assist in the leading, management and development of the curriculum area, to help raise standards of student attainment, attitudes to learning and achievement within the curriculum area, and to assist in monitoring and supporting student progress

Objectives

1. To deliver consistently excellent sequences of lessons to students to enable them to develop a deep understanding of the subject.
2. To support the development of a knowledge-led disciplinary curriculum.
3. To take responsibility for proactive personal professional development to build own capabilities continuously.
4. To constantly reflect on your practice and commit to the multiple layers of training and development available at Laureate.
5. To make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
6. To hold, as an effective Form Tutor, responsibility for and a 'single-view' of each student in the tutor group and strive to become a true mentor to every student.
7. To epitomise the vision and values of Laureate Academy and at all times adhere to the staff code of expectations.

Principal Accountabilities

A PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality and challenging sequences of lessons.
2. Ensure planned sequences of lessons respond to results of assessment, reporting and monitoring.
3. Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
4. Facilitate a learning environment that provides every student with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to

maintain an excellent standard of discipline at all times and a classroom atmosphere that is conducive to hard work.

5. Prepare and present students for any internal or public examinations, as directed, in a manner that enables each student to achieve his or her potential.
6. Maintain high expectations of your students and set them challenging but achievable targets.
7. Understand your responsibilities for students with particular needs, including your responsibilities under the SEN Code of Practice. These will include identifying students with special educational needs, adapting your teaching accordingly, seeking advice from the SENCO when appropriate, and maintaining adequate records to enable you to feed into whole-school and external reporting.
8. Follow all relevant school and departmental policies in the planning and delivery of lessons.

B ASSESSMENT, REPORTING AND COMMUNICATION

1. Implement the Academy approach to marking and feedback to inform planning, develop learning and evaluate students' progress.
2. Make effective and regular use of the Academy's assessment criteria and reporting procedures to inform learning.
3. Set targets for raising student attainment in the context of whole school targets and work towards their achievement.
4. Ensure that suitably differentiated material and learning pathways are provided to challenge all students at the appropriate level, regardless of their ability.
5. Carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year for your own classes and for those in the subject area, and provide a suitable summative report indicating achievements and corrective actions resulting from the evaluation and analysis
6. Maintain regular records of students' attainment and progress.
7. Attend parents' evenings and Open Evenings as required.
8. Assess how well learning objectives have been achieved and use this assessment and Academy provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address student underachievement.
9. Liaise with external agencies about individual students as required.

C PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.
6. Support colleagues when working in your teacher learning communities.

D LEADERSHIP and MANAGEMENT

1. Assist the Director of Learning in identifying short and long term objectives to improve learning in the curriculum area, and in creating an action plan based on school priorities, the identified objectives, targets for improvement and a sound evaluation of output data.
2. Assist the Director of Learning to evaluate the quality of teaching and learning and of student progress and attainment within the department by using relevant data and reports
3. Through excellent practice, well-developed teaching skills and curriculum knowledge, provide coaching and mentoring support for colleagues working within the subject, and act as role

model for “good learning” by taking responsibility for personal and professional development.

4. Assist the Director of Learning in carrying out suitable monitoring and evaluation activities of the performance of colleagues within the curriculum area, and keeping records to assist the Director of Learning in compiling his/her monitoring folder including lesson observation, planner checks and student work scrutiny.
5. Meet regularly with the Director of Learning in order to discuss all pertinent matters and developments in the subject
6. Keep proper records which monitor student attainment against targets set from prior attainment (for example, test results, internal examination results and data for academic review)
7. Take direct responsibility for the Performance Management Review (including objective setting and action planning) for colleagues as listed in the Performance Management plans
8. Carry out such other tasks as delegated by the Director of Learning or which the Headteacher may reasonably, from time to time, request the postholder to undertake

E CURRICULUM LEADERSHIP

1. Ensure the provision of an appropriate and differentiated curriculum for students studying in one agreed Key Stage of the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.
2. Ensure curriculum coverage, continuity and progression in the subject in one agreed Key Stage for all students.
3. Ensure those who teach in the agreed Key Stage in the curriculum area are clear about learning objectives and the sequence of teaching and learning, and that they have guidance on the choice of teaching and learning strategies, homework, assessment opportunities and resources written into detailed schemes of work so that they may meet the needs of the subject and of the students appropriately.

F NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all students and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
2. Develop strong and positive relationships with students.
3. Implement all Academy policies, including the Academy’s behaviour policy.
4. Contribute to the design and delivery of the Academy’s enrichment curriculum in line with your timetable.
5. Model the ethos and vision of the Academy at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Contribute to the Academy’s liaison, marketing and student recruitment activities, e.g. the collection of material for press releases.
8. Help to develop effective subject links with partners and the community, including attendance where necessary at liaison events in partner Schools and Academies and the effective promotion of your subject at Open Days/Evenings and other events.
9. Establish and maintain effective working relationships with colleagues including support staff.
10. Be familiar with and comply with the Academy’s Health and Safety policies
11. Be responsible for the health & safety of students when they are authorised to be on Academy premises and when engaged in authorised activities elsewhere
12. Adhere, at all times, to the expectations of teachers at Laureate Academy, outlined on the final page of this document.
13. Any other duties as required by the Headteacher commensurate with the post.

F. FORM TUTOR RESPONSIBILITIES

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including

monitoring their wellbeing, academic attainment and progress.

2. Develop strong, trusted, relationships with each tutee to act as his or her mentor.
3. Deliver the Tutor Time curriculum to tutees in tutor time.
4. Implement Laureate's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
5. Identify the need for, and support the design of, interventions to support students who are not meeting expectations.
6. Monitor the safeguarding and welfare of tutees.
7. Engage tutees' teaching staff to facilitate the sharing of relevant student specific strategies, information and best practice.
8. Make specialist staff (SENCO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
9. Proactively engage parents of tutees and endeavour to build positive home-Academy relationships. Act as the primary point of contact for parents of your tutees.
10. Model the ethos and vision of the Academy.
11. Keep the form register and monitor patterns of student attendance/ absence.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Deputy Headteacher.

Person Specification

| Attributes | Essential | Desirable | How Identified |
|---|---|---|--|
| Qualifications | <ul style="list-style-type: none"> • QTS status • Qualification to the equivalent of degree level in English or a related subject | <ul style="list-style-type: none"> • Further relevant qualification in a related subject | <ul style="list-style-type: none"> • Evidence of paper qualifications |
| Work Related experience and associated skills | <ul style="list-style-type: none"> • Thorough knowledge and understanding of strategies that improve learning and understanding of English • Good classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students. • Ability to encourage and maintain a good standard of discipline in the classroom through well focused teaching, positive relationships and excellent classroom management • Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students • Ability to set clear and appropriate targets, feedback to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons • Ability to lead and manage other staff, to monitor and evaluate their performance, set effective targets for improvement, and model good classroom practice • Evidence of successful coaching, mentoring or supporting staff to improve their teaching • Ability to implement change effectively • Ability to reflect on own practice • Ability to differentiate tasks appropriately | <ul style="list-style-type: none"> • Ability to use research evidence to inform and improve teaching | <ul style="list-style-type: none"> • Application letter will have paragraph on how experience fits person specification • Evidence from teaching a lesson to a class of relationships, class management, teaching and learning strategies, ability to engage students • Interview questions on teaching and learning strategies, assessment of student work and its use and communication, and classroom management |

| Attributes | Essential | Desirable | How Identified |
|--|---|--|--|
| Specialist knowledge and understanding | <ul style="list-style-type: none"> • Excellent knowledge and understanding of the knowledge, concepts and skills in teaching in the faculty area and how students learn in the subject • Ability to develop the English curriculum and its delivery and to support other staff in the faculty | <ul style="list-style-type: none"> • Knowledge of how to give positive and targeted support to staff and students | <ul style="list-style-type: none"> • Application letter will have paragraph on how experience fits person specification • Interview questions will test specialist knowledge |
| Personal skills and attributes | <ul style="list-style-type: none"> • Determination to encourage the highest quality of learning experience for all students • A commitment to equal opportunities • Ability to establish good and productive working relationships, and work well in a team • Ability to communicate effectively to staff, students, parents, orally and in writing • Ability to meet deadlines • Able to empathise with young people and yet be firm, fair and consistent when dealing with them • Excellent attendance and punctuality • Ability to work in and to lead a team • Enthusiasm, personal dynamism, edge and stamina • Sense of humour and perspective • Ambition • Personal presence | <ul style="list-style-type: none"> • Ability and willingness to offer extra-curricular activities | <ul style="list-style-type: none"> • Evidence from the taught lesson of enthusiasm, empathy with young people, communication • Interview questions will cover (and ask for examples of) these • Ability to communicate effectively in the letter of application and at interview will be used as evidence on communication • Evidence from references will reflect school's request for comments on personal skills and attributes |

- This post is subject to an enhanced DBS disclosure.
- The post holder must be committed to safeguarding the welfare of children.

The English Faculty at Laureate Academy

Director of Learning: English Sophie Carr
s.carr@laureateacademy.org.uk

The English Faculty is a vibrant and dynamic team and Teaching and Learning is strong across all key stages within the faculty. We pride ourselves on being an approachable and dedicated English faculty, who deliver engaging lessons in which our students are able to thrive. We are committed to all students making progress and the sharing of ideas, good practice and innovative resources.

Staff in the faculty work collaboratively in all aspects of their planning and practice; the new member of staff would be expected to lead and be an active member of such a team, whilst being responsible for implementing and monitoring a high standard of teaching and learning. The new member of the faculty would also need to be flexible in their approach to such a diverse faculty which draws upon a number of skills and areas of subject knowledge.



Safer Recruitment at Future Academies

Future Academies is committed to safeguarding and promoting the welfare of children and young people. We undertake very thorough checks to ensure that we meet our obligations to protect the children attending our schools. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an Enhanced DBS and barred list check. We also ensure teaching staff are not subject to a prohibition order or an interim prohibition order.

1. Candidates should be aware that all posts at Future Academies involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. All members of staff will have access to the DfE Keeping Children Safe in Education guidance, July, 2015.
2. Longlisted candidates will be required to complete a Disclosure of Criminal Record form and bring the completed form to interview. If the job involves contact with children up to age 8 you will also be required to make a Disqualification Declaration. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a “regulated position” under the Criminal Justice & Courts Services Act 2000.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Independent Safeguarding Authority.

Invitation to Interview – please bring with you:

- Disclosure of Criminal Record, or Disqualification Declaration form in a sealed envelope. This form will be sent to candidates invited to interview.
- Documentary evidence of identity that will satisfy DBS requirements such as a current UK Photo card driving license and/or a current passport and/or a full birth certificate
- Documentary proof of address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Original certificates confirming any educational or professional qualifications that are necessary or relevant for the post
- Evidence that you have the right to work in the UK

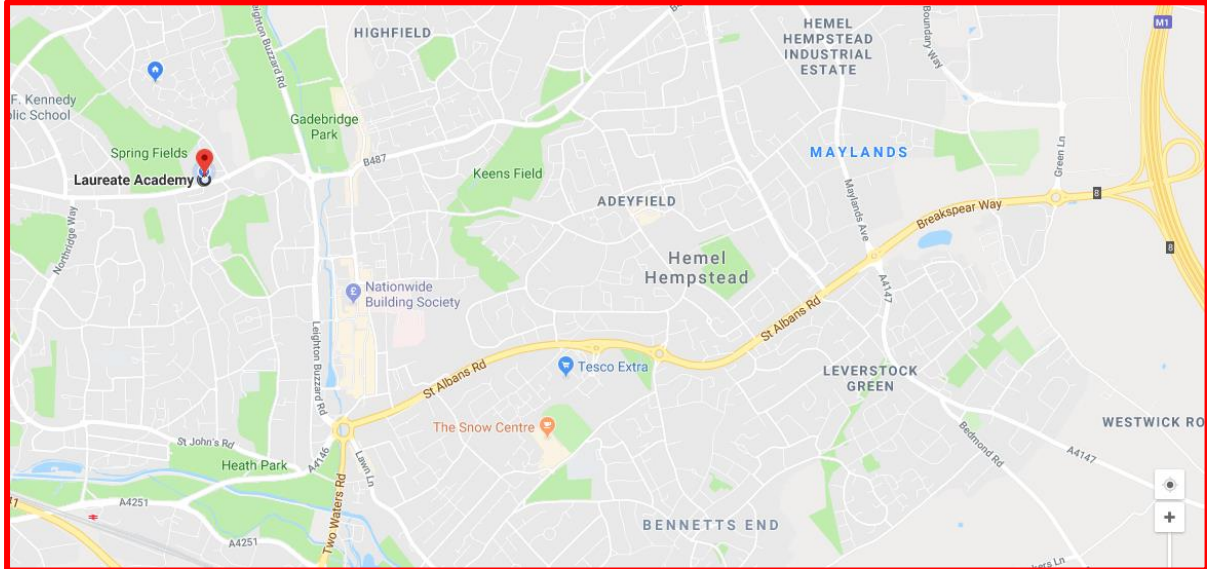
Please note that originals of the above are necessary. Photocopies are not sufficient.

Candidates will be asked to account for any gaps in their employment history and to address any discrepancies or anomalies in their application form. We will require information in accordance with statutory guidance for anyone who has worked or been resident overseas in the previous five years.

We will seek references on longlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Laureate Academy – the area

The area has fantastic transport links, including a mainline station direct into Euston. It is a 28-minute walk from the station to the school, or there is a taxi rank right outside and 5 min journey by car. There is ample free parking on-site.



The M1 and A41 have junctions in Hemel Hempstead and the nearest M25 junction is Kings Langley.