Email: vacancies@bolderacademy.co.uk
www.bolderacademy.co.uk

December 2020

Dear Candidate,

Teacher of English for September 2021
A Bolder Future Awaits – Teacher Application Pack

Thank you for considering Bolder Academy as the next step in your career. I hope this brief letter explains what we are about and why it is an exciting place to choose to work.

We are looking for a strong, committed and enthusiastic English teacher.

The opportunities to be part of the Academy's history and to create a school that truly stands apart are significant: shaping the curriculum, sparking enthusiasm and excitement for academic learning and enrichment.

Bolder Academy is a relatively new, mixed, non-denominational school which opened in September 2018. Set up by primary and secondary Headteachers of the London Borough of Hounslow to meet the demand for extra school places, we are a strong part of the community. In September 2021 we will be in our brand new purpose built accommodation with fantastic facilities and extensive outside grounds. The school will also have grown to 4 years groups (Years 7 to 10). We are very excited about this new future.

Extraordinary partnerships have been formed with key local businesses such as Sky resulting in a 'bold' education: a traditional, highly academic curriculum combined with brilliant extra-curricular opportunities.

Starting with year 7, we know every Bolder student and their family exceptionally well; strong relationships and great communication is the Bolder way.

Bolder Academy offers our students and our staff to shine brighter, to be bolder.

I look forward to meeting with you,

Heidi Swidenbank

Headteacher

The Bolder Way and You

Bolder Academy will be an exceptional place to teach. We know that by joining the team, at this stage, a Bolder future truly awaits you.

You

Creativity, innovation and imagination are at the heart of everything we do. We know that this can only be achieved if we look after our staff, you.

We will support you to be courageous and try new things, question traditional ways of 'doing school', and encourage you to grab opportunities and take risks. We'll support you every step of the way.

We want all our staff and students to find their voice and express themselves.

NQTs as well as experienced teachers are welcome to apply.

Our commitment to you:

- **Providing flexibility:** You will benefit from an early finish every Friday.
- **Putting what matters most above all else:** We have the highest expectations of our students and our staff. We recognise that unnecessary burdens, bureaucracy can get in the way and must be removed if we are to achieve great things. Say goodbye to meetings: 'agenda item 1: meeting for the sake of meeting.' Say hello to assessment systems which are workable, efficient and, above all, designed to have the most impact on students and support staff well-being.
- **Time:** With a longer day for students there will be no expectation on you working in the evening. You will be given the time to do your day job in the day. Friday is a shorter day – meaning you can start your weekend earlier.
- **Pay:** Bolder's pay scales benefit from the Outer London uplift.
- **Career Progression**: We are ambitious not only for our students but for our staff. Joining the Academy in its early stages, will provide you with all the experience and skills for you to make your next career move. You will make an impact, you will make a difference, you will contribute to the creation of Bolder Academy.
- **Professional development, coaching and mentoring**: Bolder's professional development budget and the opportunities on offer are substantial. Each member of our staff can choose to be coached and mentored, allowing you to develop skills, career goals in areas of most interest to you.

- **Working environment**: Our state of the art building, due to open in 2021, provides the perfect environment for all to learn, teach and succeed.

- **Wellbeing**: We provide staff with an employee assistance programme with the recognised charity Education Support which gives free and confidential 24 hour/365 days a year support. Bolder also offers free annual flu jabs and a wellbeing day for staff.

- **An easy commute:** In our first three years our Academy is located at 390 London Road, Isleworth, Middlesex, TW7 5AJ. It highly accessible - a 2 minutes' walk from Isleworth Station (35 mins from central London). From 2021, the new building is a 10-minute walk from Syon Lane station, the stop before Isleworth, and is located in Macfarlane Lane, Isleworth.

The Bolder Application

"We need a different kind of education, one that combines deep thinking (head); growth, character and dialogue (heart); and an ability to solve problems, generate ideas and engage in the world (hand). School should be, above all else, a place of learning in all its expansive complexity: learning how to think, learning how to live, learning how to create." Peter Hyman, School 21

Creating a different kind of education, a bold future, for our staff and students, requires a certain type of teacher. Undeterred by the teacher recruitment crisis, we know what we are looking for.

Our vision is one of excellence and ambition which is built on a bedrock of strong moral purpose. We are dedicated to creating optimism, openness, and brilliance.

As a member of staff, you will play an integral part in developing the Academy's culture from its inception. You, as one of the founding member of staff, will be responsible for promoting our vision, developing and embedding our values, turning the words on our page into reality.

You will be passionate about teaching PE and, have a willingness to teach outside of your subject in the opening years of the Academy.

Details of the job description and the job specification are attached. It is important that you address the points in the job specification in your application form.

Further information about the Academy can be found on our school website www.bolderacademy.co.uk

To apply, please click on the 'Apply' button on our TES listing to fill out an online application form. Alternatively, please complete the teaching application form which can be found on the website: www.bolderacademy.co.uk/vacancies

If you do have any questions or you would like a word version of the application form, please email vacancies@bolderacademy.co.uk

Bolder is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to safeguarding undertake online training and all positions are subject to an Enhanced Disclosure and Barring check from the Disclosure and Barring Service (DBS). Two references will be sought for every candidate that is called for interview.

Bolder is an Equal Opportunities Employer.

Timeframe for Recruitment

Closing date for applications	**Thursday 14 January 2021 by 9am** **Interviews will be held according to application and we will consider interviewing early if we receive a strong application.**

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Person specification: Teacher

		Essential	Desirable	Evidence
Qualifications and Experience				
1	Degree.	Y		A
2	Qualified teacher status and qualified to work in the UK.	Y		A
3	A commitment to own professional development.	Y		A
4	Strong knowledge and understanding of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.	Y		A, I
5	Experience of delivering good to outstanding lessons to students of all ages and abilities.	Y		A, I
7	An ability to use information to inform intervention in terms of teaching and learning to raise achievement.	Y		A, I
8	Experience of implementing behaviour management strategies consistently and effectively.	Y		A, I
9	Experience of supporting students of all ages and abilities to make excellent progress.	Y		A, I
10	An up to date knowledge of the curriculum area and experience of having designed or contributed to the design of effective, imaginative and stimulating lessons or Schemes of Work.	Y		A, I
11	Able to write and speak fluent English.	Y		A, I
Skills to motivate, inspire, and challenge all students by:				
12	Establishing a safe and stimulating environment for students, rooted in mutual respect.	Y		A, I
13	Setting goals and objectives that stretch and challenge students of all backgrounds, abilities and depositions.	Y		A, I
14	Demonstrating consistently, the positive attitudes and behaviours which are expected of students.	Y		I
Personal Attributes and Behaviours				
15	Vision aligned with Bolder Academy of high aspirations and high expectations of self and others.			
16	Personal impact, presence and confidence: wanting to be part of something new.	Y		I, R

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17	Adaptability and flexibility to changing circumstances and new ideas.	Y		I, R
18	Passionate and dedicated - ensuring students are successful, a belief that schools have a responsibility to prepare students for their lives - not just for exams.	Y		I, R
19	Creative, courageous and resilient.	Y		I, R
20	Willingness to 'roll sleeves up' and 'get stuck in.'	Y		I, R
21	Strong negotiation and diplomacy skills and can take feedback.	Y		I, R
22	Ability to work under pressure and to meet deadlines.	Y		A, I, R
23	Willing to take responsibility and ownership.	Y		A,I,R
24	Ability to form and maintain appropriate relationships and personal boundaries with young people.	Y		I, R
25	Team player.	Y		I
Ability to Fulfil Wider Professional Responsibilities				
26	Potential to make a strong, positive contribution to the wider life and ethos of the Academy.	Y		I, R
27	Ability to develop effective professional relationships with colleagues, students and parents.	Y		I, R
28	Effectively promote students and staff successes.	Y		I, R
Others				
29	The ability to or willingness to teach outside subject area.		Y	I
30	This post is subject to an enhanced DBS.	Y		A, I, R

Key to Evidence: ***A = Application I = Interview R = References***

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Job Description: **MPS / UPS**	
Line Manager:	Head of Department
Posts directly supervised:	N/A
Main Purpose of Role:	To secure excellent progress of all students. To deliver high quality teaching and learning, the effective use of resources and improved standards of learning and achievement of all students.
Conditions of Service:	Reference should be made to the School Teachers' Pay and Conditions Document and the National Standards for Teachers. It is a requirement that teachers meet these standards.

Core Accountabilities:

Progress and Outcomes:

- Ensure all students, including those with SEN and in receipt of Free School Meals make at least good progress across all of the Key Stages as defined by external and internal data.
- Ensure variations between the progress made by different groups of students or any areas of underachievement including the variation of groups of students, is addressed and the achievement gap is closed.
- Ensure attainment of students is at least good when compared to national averages.
- Ensure all learners acquire knowledge of the curriculum quickly and in depth.
- Ensure all learners develop literacy, communication and numeracy skills.

Teaching and Learning:

- Meet the Teachers Professional Standards.
- Teach and plan high quality lessons in which students make at least good progress.
- Teach all students and key stages (when they come on line) across the curriculum as required by the timetable.
- Ensure teaching, learning and assessment is typically good.
- Promote consistently high expectations of all students and apply whole Academy policies.
- Acquire and maintain excellent and up to date subject knowledge.
- Assess students' prior knowledge, skills and understanding accurately and use data to inform interventions.

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- Systematically and effectively check students' understanding throughout lessons, homework and over time through summative and formative assessment (in line with Academy policy).
- Use well-judged and imaginative teaching strategies to provide support and intervention to meet the needs of individual learners in order that they make at least good progress relative to their starting point.
- Promote and generate high levels of enthusiasm for, participation in and commitment to learning amongst all students.
- Promote students' confidence and independence so that they are able to tackle challenging activities and can display high levels of resilience.

Behaviour and Safety:

- Develop and promote effective partnerships with parents, carers, other staff and students so they are highly positive about the subject area in terms of achievement, teaching and learning, behaviour and safety.
- Take a lead role in establishing a positive learning environment within own classroom in which students are able to make a positive contribution, learn and thrive in an atmosphere of dignity and respect.
- Ensure all students within the classroom show high levels of engagement, courtesy, collaboration and cooperation within the subject area.
- Ensure all students taught within the classroom arrive punctually to lessons and learning time is maximized.
- Ensure student behaviour is managed through a systematic, consistent approach to behavior management, in line with Academy policy, is applied within all lessons.
- Take active steps to eradicate all forms of bullying.
- Be aware of what constitutes an unsafe situation and that staff within their subject area know how to keep themselves and others safe.

Leadership and Management:

- Demonstrate an uncompromising and highly effective drive to improve achievement, or sustain the highest level of achievement, for all students, over a sustained period of time.
- Lead by example and demonstrate passion and ambition for the Academy, subject and its students.
- Support in self-evaluation activities.
- Support with the production, implementation, monitoring and evaluation of a subject development plan in line with the Academy's priorities and development plan.

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- Focus relentlessly on improving the quality of teaching and learning and assessment within the classroom and ensure that it impacts on learners.
- Provide highly positive, memorable and rich experiences for high quality learning which contributes to student achievement within the subject area and their spiritual, moral, social and cultural development.
- Employ highly successful strategies for engaging with parents and carers.
- Employ highly effective strategies to improve achievement and progress by: seeking out and modeling best practice, reflecting on the quality of teaching, learning, behaviour and progress, being open to coaching, dialogue, mentoring and support.
- Seek regular feedback through line management and be positive and active in team meetings to allow for effective communication and dissemination.
- Communicate effectively and resolve conflict.
- Take part in staff appraisal and, absence management meetings (if applicable).
- Use appropriate strategies to tackle student and staff underperformance and celebrate student achievements.
- Play an active role in quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which allow for greater consistency in teaching and learning.
- Work effectively and positively with the governing body, the leadership team and all other staff.
- Meet the statutory requirements for safeguarding.

General responsibilities:

- To be totally aligned to the vision of the Academy and implement the vision in daily practice.
- As a leader and manager in the classroom contribute to the overall leadership and management of the Academy and be proactive in supporting an ethos that recognizes and celebrates success and promotes high expectations and aspirations.
- Contribute to the effective management of the Academy through the implementation of Academy policies, code of conduct.
- To communicate effectively with staff and students and to resolve conflicts that may arise in a positive way.
- To be a visible presence around the Academy.
- Attend meetings and parents' meetings relevant to the post.
- Other duties as the Head may reasonably require.

Specific areas of responsibility allocated will be rotated from time to time to provide ongoing professional development and in the light of the changing needs of the Academy. Any major

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change in the manner and scope of responsibilities mentioned above will be agreed in negotiation between the holder and the Headteacher. **I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.**

Name:	**Signature:**
Date:	