



Teacher of English

Closing Date: Noon, Thursday 3 October 2019



Do justice, love kindness, walk humbly with your God: Micah 6v8

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**Wren
Academy**

Wren Academy

Hilton Avenue, North Finchley
London N12 9HB

Telephone 020 8492 6000

Fax 020 8492 6010

Email firstcontact@wrenacademy.org

Web www.wrenacademy.org

Executive Principal: Gavin Smith

Primary Headteacher: Louisa Taylor

Dear Colleague

Wren Academy – Teacher of English

Thank you for your interest in this post at Wren Academy.

The information given in the documentation here and more general information elsewhere on our website should give you a flavour of the Academy. However, if you wish to find out more, or would like to arrange a visit – please contact Emily Shaw on 020 8492 6000 to arrange a suitable time.

If you decide to apply, please follow this guidance carefully. Your completed application form, together with a supporting statement of not more than two sides of A4 using 12 point must be submitted. Applications will be considered as they are received. You may send your application in hard copy to the address above or by e-mail to wrenhr@wrenacademy.org.

Finally, thank you for taking on the demanding and time consuming task of preparing your application for this role. I look forward to meeting you if you are selected for interview.

Yours sincerely

**Gavin Smith
Executive Principal**

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



Teacher of English
Main Scale plus Wren Academy Allowance
Required for January 2020

A great opportunity to work in a talented, highly motivated and supportive team of teachers who have secured the Academy's outstanding OFSTED status, exceptional examination success and a thriving sixth form.

Located in the London Borough of Barnet, Wren Academy is sponsored by the Church of England and Berkhamsted School. The Academy has developed a strong reputation for outstanding teaching and learning, as demonstrated by our Progress 8 figure, which places us in the top 100 schools nationally. We are an all-through school with an established Sixth Form and a primary which opened in 2015. The engaging curriculum, and state of the art buildings have contributed to the Academy's notable success.

The Academy is a forward-thinking establishment and welcomes colleagues who are enthusiastic and ready to help create powerful and effective learning experiences for all students. The English department is a thriving part of the Wren community and offers both English Language and English Literature to A level. The curriculum is innovative and focused on developing students' lifelong love of English as well as achieving outstanding examination success.

Wren is a MAT and plans are well advanced to build new schools which will provide exciting professional development opportunities for the successful candidate.

We wish to appoint a colleague to this post who has:

- Outstanding teaching and interpersonal skills
- A strong academic English background with the ability to teach the subject to GCSE and A level.
- Excellent organisational skills
- Evidence of ambition and a commitment to continuing professional development
- The desire to maximise the performance of all students and ensure the very best progress for all

Closing date: Noon on Thursday 3 October 2019 but applications will be considered as they are received.

Interviews will take place the week commencing Monday 7 October 2019.

For an application pack please see our website: www.wrenacademy.org/recruitment

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Academy Information 2019/2020

Wren Academy opened in September 2008 as a new school sponsored by the London Diocese of the Church of England and Berkhamsted School. We have come a long way since the school opened to its first Year 7 in 2008 and are now an all through school with over 1400 students aged between four and 18. The school has continued to grow as we opened our Sixth form in 2013 and have taken on new primary cohorts since 2015. The Academy is proud of its successes; we have been given three 'Outstanding' Ofsted judgements and achieved exceptional GCSE and A Level results. We have also established a national reputation for excellence in teaching and learning, developing an approach that focuses consistently on enabling young people to be effective learners.

Our Sixth Form has grown in popularity since opening to our first Year 12 students in 2013. It has rapidly established a reputation for academic excellence, great study support and a rich and varied extra-curricular programme. Furthermore, we have proved our ability to help students achieve their ambitions by gaining access to the best university courses and employment opportunities.

We are on track to opening a second Academy in the London Borough of Enfield. Plans are well advanced to open Wren Academy Enfield on the Chase Farm Hospital site. The new school will open in September 2020 with the first cohort of Year 7 students. The Academy will then grow each year to become a six form entry 11-18 school. The development of a second Academy will lead to further collaboration and innovation. It is also expected that the further growth of the Trust will result in opportunities for continued Professional Development and career progression.

The Academy has high academic standards coupled with a strong emphasis on developing students' social and learning skills. Our learning culture embraces all aspects of life at Wren, not just the lessons. Students make exceptional progress at the Academy. In 2019, our excellent GCSE results were maintained:

Progress 8	+0.91
Attainment 8	61.88
Grade 5 or above including English and Maths	77%
Grade 9-8 (A*)	28%
Grade 9-5 (A*- B)	78%

Wren Academy Sixth Form students have achieved excellent A Level results this summer with the A* grades being the highest percentage ever:

Grade A*- A	25%
Grade A*- C	83%

We are also delighted with the university and employment destinations our students are achieving. Most Wren sixth form students move on to the university of their choice with increasingly high numbers going to Russell Group institutions and with Oxford, Cambridge, Durham, Imperial and the LSE amongst our destinations. Three students went to Oxbridge this academic year. Wren students regularly win places on the most competitive courses, including medicine, dentistry and law. Students also gained places at highly sought after creative arts institutions such as Central St Martins and Mountview Academy.

Wren is a comprehensive school, which welcomes students of all academic abilities and maximises their potential. We are also a vibrant and culturally diverse community.

Our curriculum is innovative, challenging and engaging. There is an extended school day with lessons of varying lengths, single sex teaching in core subjects and an extensive timetable of enrichment activities. Each half term we have a focus day on which the usual timetable gives way to in depth study of a range of issues. To further support learning and social development, we have a house system and there are vertical tutor groups for students Years 7-10.

Inspired by Sir Christopher's Wren our specialism is Design and the Built Environment. Key skills associated with our specialism, like planning and creativity, impact across all subjects. We work closely with a range of public and private sector partners in delivering the specialism and in ensuring it enhances but never dominates our curriculum.

We have developed students' learning skills and attitudes through our immersion in the philosophy of Building Learning Power (BLP). We have developed a reputation for excellence in this area and now provide BLP training to other schools. Year on year we have recruited a talented and committed staff who share the ambition of creating a uniquely successful school. Colleagues are encouraged to innovate and to develop new ways of learning and working together. We now have over 96 teaching staff and 65 student services colleagues.

We have a campus, which is architecturally innovative and visually impressive with a high emphasis being placed on environmental sustainability. The buildings provide for a wide range of teaching and learning approaches with larger, flexible learning areas and smaller group rooms alongside more traditional classrooms. The working environment for all staff is of a high quality.

All teachers joining Wren receive a high quality professional development experience. We hope that simply by working at the Academy, teachers will become better practitioners and that much of the best professional development will be found in working with Wren colleagues. We are looking to recruit teachers who are currently good or outstanding and who have the desire to develop further. We want to appoint colleagues who possess real curiosity about the ways in which children learn most effectively and who are always seeking to extend their practice into new areas and learning activities. It is important that Wren teachers are ambitious both for themselves and for their students. Many of our teachers have achieved career advancement within the Academy whilst others have moved on to promotion elsewhere.

At Wren you will be given time to plan and evaluate your lessons. You will be part of a learning dialogue with colleagues for which time is set aside. Most importantly of all, you will be working with young people who are talented and enthusiastic about their learning. We believe that observing other teachers at work and having them observe you is a professional entitlement. It is an expectation that all Wren teachers will be confident and open in seeing lesson observation as a key element of how we learn as professionals.

Other benefits of teaching at Wren:

- Children of colleagues working at Wren for over two years are given priority for a place in Reception or Year 7
- An exceptionally talented and mutually supportive staff team
- Talented, courteous and ambitious students
- Excellent professional development opportunities including support for programmes of further study and planned career development
- A pleasant and attractive working environment
- Free refreshments and lunchtime allowance
- A lower student contact ratio than the norm
- Timetabled professional development time during the school day
- Planning and evaluation time during the school day
- Financial allowance for leading enrichment activities

Further details on the curriculum, structure and ethos of the Academy are available on our website, www.wrenacademy.org.

Gavin Smith
Executive Principal

English Department Information

The English department at Wren Academy is a large and talented department. There is a Head of Department supported by two Assistant Heads of Department responsible for Key Stage 3 and Key Stage 4 as well as a whole school Literacy Co-ordinator.

Key Stage 3 English at Wren Academy is taught in single gender, mixed ability groups in Years 7 and 8. Our approach to setting from Year 9 and through into Key Stage 4 is slightly different and seeks to incorporate the most positive aspects of setting and mixed ability teaching: there is a top set of approximately 30 students for each gender and significantly smaller mixed ability classes of about 20 students. Single gender lessons are a key feature of English at Wren and, as a faculty, we are constantly striving to personalise lessons to suit each individual group and to explore teaching strategies which maximise the learning in single gender groupings.

English at Wren Academy is taught through innovative, newly designed schemes of learning that are both knowledge and skills based. In Key Stage 3, students study a wide range of English Literature from thousand-year-old epics to contemporary texts. Alongside this, students participate in a weekly 'Let's Think in English' lesson. This is a Cognitive Acceleration programme developed by King's College London. We approach the teaching of writing using Debra Myhill's Grammar for Writing pedagogy developed at the University of Exeter. Lessons are consistently relevant to students and are of an extremely high quality, combining a range of teaching approaches including drama and ICT. From September, all students in Years 7, 8 and 9 will have their own tablet computer in lessons; these are fully integrated into learning. In keeping with the whole Academy's focus on Building Learning Power, students are expected to reflect on their capabilities as learners, and to develop strategies to overcome obstacles to their English learning.

Assessment in English is rigorous. At Key Stage 3, both formal and informal assessments are used to allow individual teachers to actively track the progress of their students and be pro-active in providing intervention to support students who are underachieving. Students are made aware of their own progress regularly using a combination of formative and summative assessment and are already very aware of what they need to do in order to make progress in English. We use Year 9 to actively support students in becoming ready for GCSE. We introduce our students to challenging texts throughout Key Stage 3 to ready them for the more rigorous demands at GCSE. For example, we teach A Christmas Carol in Year 7, Romantic poetry in Year 8 and dystopian literature in Year 9. We follow the Edexcel specification for GCSE and enter the entire cohort for both English Language and English Literature. We have highly ambitious expectations of our GCSE students, which we consistently meet through excellent teaching, monitoring and intervention. The results are outstanding with students achieving a value added score equivalent to one grade higher than what they might achieve in an average school.

At A Level we offer both English Language and English Literature with Edexcel. Significant numbers of students opt for one or both of these A Levels.

This is a unique opportunity for a creative and ambitious curriculum specialist to work collaboratively with the English team to further develop an outstanding curriculum and to aid the progress of our highly dedicated department of English teachers. We are seeking an excellent English teacher who is committed to innovative planning, is highly organised and has the ambition to contribute to all aspects of the curriculum, assessment and whole Academy initiatives such as literacy.

Please contact Samantha Rodgers Head of English if you wish to discuss your application further or arrange a visit to Wren. samantha.rodgers@wrenacademy.org.

Job Description – Teacher

Teachers are expected to secure high standards of learning and achievement for all students through the delivery of excellent teaching. They should plan, teach and assess to ensure that all students achieve in line with or better than key stage value added estimates. It is essential that they give active support to the vision and ethos of Wren Academy.

This job description is in addition to the national standards expected of all who have attained Qualified Teacher Status.

Teachers will be line managed by an Assistant Principal or Head of Department.

Job Purpose

The primary purpose of the teacher is to ensure that the standard of teaching and learning is of the highest quality for all students so that they are able to achieve to the best of their ability.

Key Tasks

To create lessons which inspire students to become effective lifelong learners by:

1. Ensuring high standards of teaching and learning for all students.
2. Planning lessons which address the full range of learners' needs.
3. Planning for progression and designing effective learning sequences within lessons that develop understanding and skills.
4. Having high expectations of all students so that they are able to achieve their academic potential.
5. Adopting high standards of behaviour in their professional role and setting a positive example in dress, punctuality and attendance.
6. Having a good, up to date working knowledge and understanding of a range of teaching, learning and assessment strategies and know how to use them to personalise the learning of Wren Academy students.
7. Playing a role in the delivery of the Academy's enrichment curriculum, and departmental fixtures calendar.
8. Creating a purposeful and challenging classroom environment that encourages students to become more effective learners through interactive display.
9. Liaising with colleagues to deliver schemes of learning in a collaborative manner.
10. Planning for the involvement of teaching assistants and other support staff to ensure targeted impact on the achievement of students on the EAL, SEN, Looked After Children and Inclusion registers.
11. Monitoring and evaluating the quality of learning within each lesson.
12. Being an enthusiastic user of the Academy's information technology systems.
13. Providing written feedback and learning targets for all students within the agreed time span.
14. Meeting all report writing deadlines set throughout the year and ensuring that they are of a high quality.
15. Designing opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills.
16. Setting work for students who are absent from the Academy.
17. Planning cover work that has clear objectives and expected outcomes if absent from the Academy.

18. Using every opportunity to engage colleagues and parents in the learning of Wren Academy students.
19. Maintaining an up to date understanding of the professional duties of teachers and the statutory framework within which they work.

To provide a secure and safe learning environment so that students develop into self confident and self motivated learners by:

1. Being an enthusiastic and effective form tutor who is fully committed to embracing an inclusive and safe environment.
2. Building respectful, supportive and constructive relationships with all students.
3. Having a strong commitment to promoting equality of opportunity and high quality pastoral care.
4. Maintaining the highest standards of behaviour so that all students are able to learn effectively in their lessons and around the Academy.
5. Providing a proactive presence around the school embodying the Academy's high expectations to students.
6. Knowing when to draw on the expertise of colleagues who have responsibility for safe guarding children and individual learning needs.
7. Attending and participating in parent evenings and open evenings.
8. To uphold and actively support the Academy's policies and procedures on the safeguarding of young people.

Job Specification – Teacher

Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students to become effective, self directed learners and lead physically active lifestyles.
3. Have a secure knowledge and understanding of their subjects/curriculum areas and the contribution their subject makes to cross-curricular learning.
4. Have the knowledge and skills to work towards achieving outstanding examination results.
5. Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
6. Have experience of teaching a range of year groups.
7. Show evidence of developing the learning capacity of students by being effective learning role models.
8. Be able to support the delivery of school ethos and policies.
9. Show evidence of continued professional development.
10. Have relevant experience of working in comprehensive and multicultural environments.
11. Know how to use, with guidance, statistical information to evaluate the effectiveness of their teaching and to monitor the progress of those that they teach.
12. Be willing to act upon advice and feedback and being open to mentoring and coaching.
13. Be receptive and constructively critical of whole school innovation which will lead to benefits and improvements in teaching and learning.
14. Be reflective and systematic in operating effective self-evaluation systems.
15. Have a commitment to extra-curricular activities and be able to follow procedural and safeguarding guidelines to ensure these run smoothly.

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have qualities which earn the trust and respect of students, staff, parents and governors.
4. Be able to inspire and motivate students.
5. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
6. Have excellent written and verbal communication skills.
7. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the academy.
8. Appreciate the balance between academic, social and emotional development of young people, needed to create an outstanding school.

Selection Process Details

Application deadline

Completed application forms must be received by noon, Thursday 3 October 2019 but applications will be considered as they are received.

Completing your application

Candidates are asked to read the details carefully, especially the Job Description and Person Specification. Please ensure your application fulfils all the criteria in the Person Specification and you present evidence of this. Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected.

Please email your completed application and supporting statement to wrenhr@wrenacademy.org. CV's will not be accepted.

Visits

Prospective candidates are encouraged to visit by calling the Academy on 020 8492 6000 and arranging an appointment.

Selection process

The selection process may have a combination of tasks, activities, lesson observations and interview. Further details will be provided to the candidates shortlisted for interview.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.