



Recruitment Pack Teacher of Art

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Outcomes Focused, Child Centred



The Principal's Welcome

Opened as an Academy in March 2015, Northern Education Trust Kirk Balk Academy boasts some of the best facilities in the country.

Thank you for your interest in joining Kirk Balk Academy. This is a truly unique opportunity to play a key role in shaping the provision of secondary education and lifelong learning opportunities within Barnsley. Opened in March 2015, Kirk Balk Academy is one of the best resourced schools in the region, set within a multi-million-pound new build campus.

Our staff are committed to the academy vision and share our commitment to place the needs of individual learners at the heart of our work. Together, we are entirely **Outcomes Focussed and Child Centred** and understand completely that we are only as good as our last set of results.

In 2019, we achieved our best-ever GCSE results. A staggering 75% of students overall achieved a pass in English and Maths, demonstrating a good improvement on last year's results. In addition, 56% of students achieved a strong pass in both English and Maths, much higher than the national average. Our results are comfortably amongst the best in the region.

We believe Kirk Balk Academy provides the perfect environment to bring out the very best in our young learners and we are very proud of what we have achieved so far on our journey. All new members of staff joining us are central to our success. They will drive and accelerate the outstanding provision we offer to this community. We want our young people and their families to develop a love of learning; we want them to value learning, learn how to learn effectively, be excited by learning and develop a desire to continually learn throughout their lives – and we understand for this to become a reality year on year, we need the very best people to join our staff team.

Introduction to Kirk Balk

Kirk Balk Academy is an 11-16 mixed comprehensive academy situated in Hoyland, approximately six miles south of Barnsley. It serves the communities of Hoyland, Hoyland Common, Elsecar, Platts Common, Blacker Hill, Jump, Birdwell, Pilley and Tankersley, which were traditional mining villages before pit closures. Hoyland village has a small shopping centre and covers an area of about three-square miles, with a population of approx.17,000.

There has been relatively little social movement or change in the areas and consequently there is a strong feeling of continuity and identity. Children are likely to have had parents and even grandparents who also attended Kirk Balk.

Kirk Balk has good rail and road links, and is within easy reach of Sheffield, Huddersfield, Leeds, and Wakefield, located minutes from J36 of the M1 motorway. There are beautiful country areas and parks within a short distance, the Peak District and other parts of Yorkshire are easily reached. Kirk Balk is proud of our tradition of encouraging young people to succeed not only in the classroom, (where examination results have steadily improved over the last decade), but also in other spheres including Sport and the Arts.

Eight years ago, Barnsley initiated a re-organisation of its secondary stock, with some schools merging and all becoming new builds. Kirk Balk has stayed within its locality and simply moved into a new building in April 2011. The building took the staff, head teacher, local officers and architects over three years to plan, and a further 20 months to complete.



With every room and facility purpose built, Kirk Balk is a great environment in which to teach and work. Over £30 million has been invested in making a bright building that gives the local community every chance for success. The spaces in the building provide opportunities to teach in rooms that are larger than the average classroom, with Interactive Whiteboards providing scope for multi-user kinaesthetic learning at a touch.

There are a number of specialist areas in the building including a four-court sports hall, a super lab, ICT suites, 2 drama studios, a lecture theatre, a construction centre, an industrial engineering room, a catering kitchen and spaces to allow students to study independently.

Northern Education Trust

Kirk Balk converted to an Academy on 1st March 2015. The sponsor is Northern Education Trust.

Northern Education Trust is a not-for-profit education charity who are the sponsors. They are developing into a nationally recognised and trusted academy sponsor with an excellent reputation. They have vast experience of school improvement and have in addition a wide range of expertise and specialised experience to call upon, having access to the FE, University, private and voluntary sectors as well as schools and local authorities. Northern Education Trust will provide direct expertise and support on curriculum development, teaching and learning, leadership and organisational effectiveness and performance management.

Our Vision and The 10 Values which Underpin Our Vision:

Our Vision

We constantly focus on standards as we understand outcomes are paramount. Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care.

‘Outcomes Focused, Child Centred’

The 10 values which underpin our vision:

1. We care passionately about the education and welfare of young people
2. We believe that all young people, irrespective of background or ability will be successful in our Trust (please refer to Equality & Diversity Policy)
3. We are not and will never be selective. We believe that local schools are for all children
4. We are always inclusive. Our mechanisms to support the most vulnerable child to succeed and overcome barriers to learning are a key aspect of our work
5. Our approach to education recognises that outcomes are paramount and also allows children to gain experiences and values which prepare them fully for life in modern Britain. This includes workplace skills and appropriate advice for future progression
6. We have high expectations of behaviour
7. We adopt the local authority admissions protocol and work closely with them
8. We would always wish to act in such a way that has a positive effect on a neighbouring school or community. We care passionately about children in all schools, not just our own
9. That all employees act with integrity and embrace the value that ‘we are the Trust’
10. We work regionally and nationally to develop approaches to MAT improvement that influence the wider school-led system

We have an ambition to move towards being a ‘world class’ organisation and by this we wish to:

1. Outperform ourselves every year, not only in terms of examination results but in every service we offer
2. Commit ourselves to continuously improving towards excellence
3. Delight students and parents who will be life-long advocates for our Trust
4. Work in collaboration with key stakeholders, all of whom will be advocates for our Trust
5. Be innovative and develop new ways to improve the lives of our students and colleagues
6. Have outstanding leaders within our Trust who create more leaders
7. Have everyone feel that they ‘own’ the organisation, whether it be a student or a colleague
8. Ensure that our operations are flawless, including our planning systems so that scarce resources can be managed effectively
9. Ensure communications and feedback are transparent, easily understood and supportive to help everyone reach their full potential

Further details about the work of the Northern Education Trust can be found at northerneducationtrust.org

Staff and Students

The Academy is part of an Executive Arrangement with Ms Jo Nolan, the Executive Principal, overseeing the work of other NET academies, including Kirk Balk Academy.

The leadership of Kirk Balk Academy is undertaken by the Principal, Mr Dean Buckley who is supported by Mr Richard Whitfield (Vice Principal), Mr Martin Davies (Vice Principal), Mr Gilder (Acting Vice Principal), three Assistant Principals (Mr Moore, Mrs Craddock, Mr Gates) and three Associate Assistant Principal (Miss Halliday, Mr Dransfield and Mrs Allen). These colleagues, alongside the Business Manager – Erica Jackson, complete the Senior Leadership Team.

The staffing structure and curriculum are constantly being reviewed but departments are primarily suited in faculties, with TLR holders supporting the Heads of Department. Currently, non-teaching 'Learning Managers' leaders help support the well-being and pastoral development of all students.

There are currently 1137 students on roll. The admission number for each year group is 270. The vast majority of our students live in the local villages, come from a wide range of backgrounds and cover the full range of ability – a truly comprehensive intake. The students are biddable and attendance is very good.



“The executive principal and the principal have an unwavering focus on improving the school further. Their key priorities and clear plans are improving outcomes and raising standards.”

Ofsted Report 2017

Enrichment

The Academy runs a full and comprehensive 'Enrichment' package to further the opportunities for all students to participate in a variety of after-school activities. In fact, we have redesigned our school day to finish at 2.30pm to allow for activities to take place every evening and for the students to still be able to get home safely.

Activities include very successful sporting clubs such as Netball, Football, Rounders etc, and also a wide variety of activities offered by curriculum departments across the Academy from Science STEM clubs to German film clubs.



ENRICHMENT



Graduation

At the end of Year 8 students who have met the required criteria are able to graduate into the Upper School ready to complete their KS4 courses. We have a grand celebration at the end of the year, and parents, as well as local VIPS and dignitaries, are invited in to share in the successes of our students for the Graduation Ceremonies.



The Application Process

All details, including the Application Form, Job Description and Person Specification can be found on our academy website: kba.northerneducationtrust.org

We would expect that all prospective candidates spend some time reviewing our website where a vast array of further information about our college exists. However, should you require any additional information about this post or would like an informal discussion/visit, please contact Michelle Pedler, PA to the Principal, on telephone number 01226 742286 or email kirkbalkhr@northerneducationtrust.org.

Informal visits are welcome before the closing date – please see the specific job advertisement for further details. For further information and an application pack for the post, please contact Michelle Pedler as above.

To apply, please email your completed application and recruitment monitoring form to kirkbalkhr@northerneducationtrust.org or send in the post for the attention of Michelle Pedler, Principal's PA.

All applications that have been submitted electronically will receive an email from the recruitment team confirming receipt. A letter will be sent to shortlisted candidates with details of the interview process.

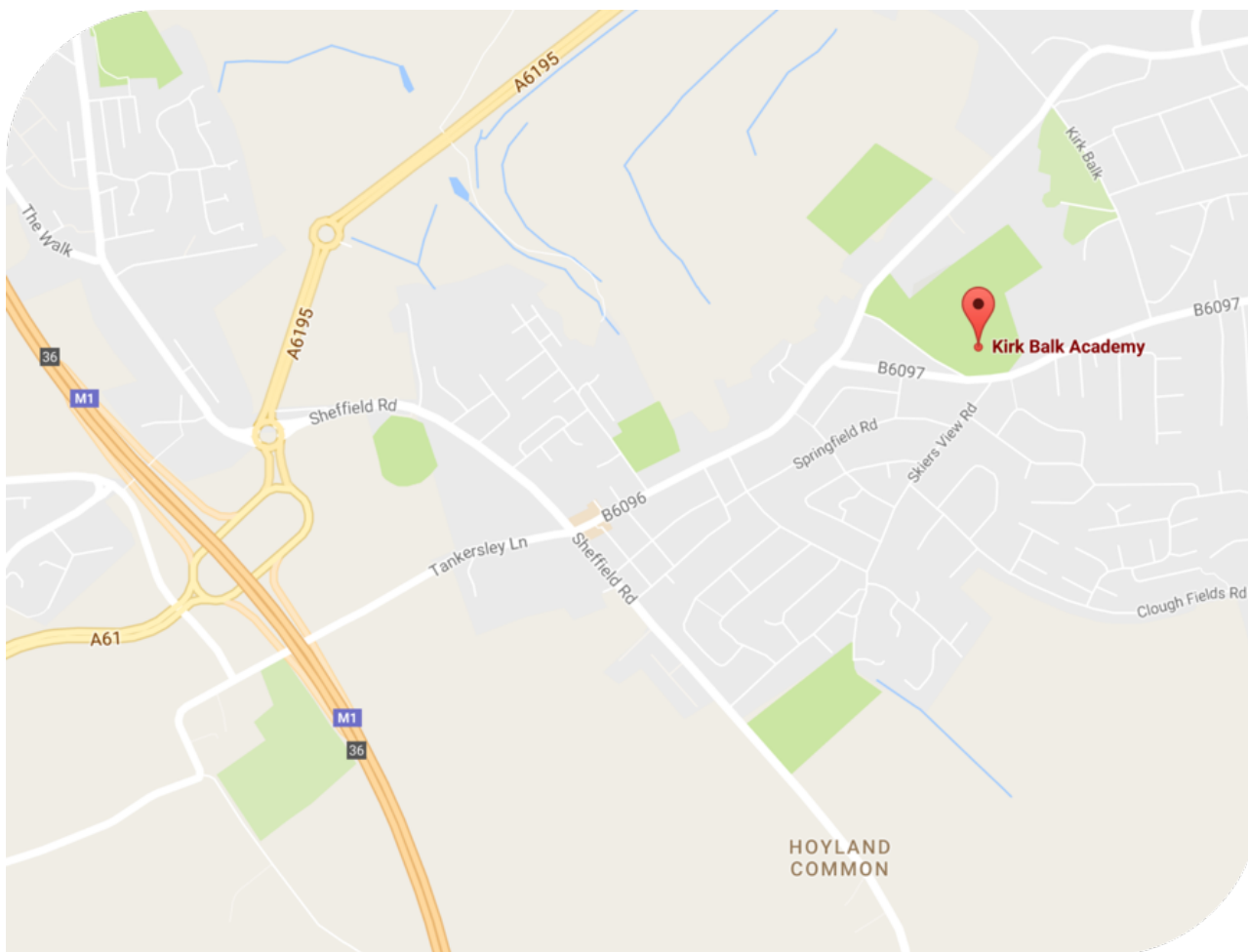
If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

Kirk Balk is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is, therefore, subject to a satisfactory enhanced Disclosure and Barring Service application. We are an Equal Opportunities employer with excellent CPD provision.

If you have any queries on any aspect of the application process, or need additional information, please contact Michelle Pedler (PA to the Principal) on 01226 742286 or by e-mailing kirkbalkhr@northerneducationtrust.org



Where to find us



Directions to the Academy

From Junction 36 of the M1 motorway, at the initial roundabout follow signs to Barnsley. At the second roundabout take the turning towards Hoyland [A6135]. You will pass a Jet petrol station on the left and a Primary School on your right. After the pedestrian crossing, turn left at the traffic lights. You will pass the Co-op supermarket on the left. Continue on until there is a right-hand turn as the road bends to the left. Take this turn that is again signposted to Hoyland. You are now on West Street. As you approach the College, there is the Hoyland Leisure Centre and a bus stop shelter on the left. Turn left into the car park that we share with the Leisure Centre and then sharp left up the drive to the College and into a further car parking area.

JOB ADVERT -Teacher of Art

Required As Soon As Possible

We would like to present you with a truly exceptional opportunity to join our highly performing Art department.

We are looking to appoint a colleague who will:

- Motivate, challenge and inspire students within the Art department to be the best that they can be;
- Be committed to raising the achievement of every student;
- Have high expectations and be committed to the academy ethos and vision;
- Be enthusiastic, resourceful and keen to ensure that the highest possible standards of student achievement, personal development and well-being are achieved.

What you can expect from us:

- Excellent opportunities for your professional development with access to a specifically tailored CPD package. You will receive the highest standard of induction and CPD support.
- Friendly and supportive colleagues who go the extra mile in a well-resourced department.
- An opportunity to work with youngsters who are keen to be the best they can be.

Kirk Balk Academy offers the successful candidate a passionate commitment to professional learning that places individual development at the heart of its ethos. You will also benefit from opportunities to learn as part of a dynamic, forward-facing leadership team with an outstanding track record in school improvement.

The Academy has the significant benefits of a new build which was officially opened in April 2011 and offers exciting and innovative opportunities to students and staff. We strongly recommend visiting our inspirational campus.

This could be your opportunity to make a significant and measurable difference in improving the educational attainment of the children and young people in this community.

Applications can be downloaded from this page. Further details of the post can be obtained via email to kirkbalkhr@northerneducationtrust.org.

Completed application forms and covering letters should be sent to: kirkbalkhr@northerneducationtrust.org

Please note that we do not accept CV's - applicants must submit a KBA application form.

Closing date: Tuesday 15th October at 9am

Interviews are likely to take place on: W/C 21st October

Informal visits are available and are very strongly encouraged. Please contact Michelle Pedler using the details above

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check will be undertaken for the successful applicant.

Northern Education Trust – Job Description

Job Title:	Teacher		
Base:	Academy		
Reports to:	Principal	Grade:	MPS - UPS
Service responsibility:		Salary:	£24,373 - £40,490 (FTE, Salary to be pro rata)
Additional:	Some travel may be required across NET sites.	Term:	

The generic teachers' job description applies to all teachers regardless the stage of their career. As a teachers' career progresses they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they are working.

NET expects all teachers to demonstrate that their practice is consistent with the Teaching Standards.

Responsibilities

The duties outlined in this job description may be modified by the Principal or Governors, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and will be reviewed annually as part of the Appraisal process

The appointment of a Teacher is subject to the current conditions of employment for teachers contained in:

- The School Teachers' Pay and Conditions Document (STCPD);
- the required Standards for Qualified Teacher status;
- other current and relevant legislation.

Teachers Role

1. Set High Expectations Which Inspire, Motivate and Challenge Pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2 Promote Good Progress and Outcomes by Pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate Good Subject and Curriculum Knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and Teach Well-Structured Lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area/s

5 Adapt Teaching to Respond to the Strengths and Needs of all Pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make Accurate and Productive use of Assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil Wider Professional Responsibilities

- make a positive contribution to the wider life and ethos of the Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents/carers in regard to pupils' achievements and well-being

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have appropriate and professional regard for the ethos, policies and practices of the Academy, maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

NET expects that all teachers are role models to students and promote the professional image of the Academy at all times in their behaviour, conduct and dress code

GENERAL

1. To participate in wider Academy meetings and working groups as required
2. Following Academy policies and procedures especially those relating to Child Protection and health; safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Northern Education Trust
Post: Teacher
PERSON SPECIFICATION

			Assessed by:	
No	Categories	Essential / Desirable	App Form	Interview / Task
QUALIFICATIONS				
1	A honours degree	E	✓	
2	A teaching qualification together with Qualified Teacher Status (QTS)	E	✓	
EXPERIENCE				
3	Experience of teaching, learning and assessment to at least KS3/4, preferably KS5	E	✓	✓
4	A good understanding of curriculum developments in English	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
5	Able to use a range of teaching and learning strategies	E	✓	✓
6	Commitment to high standards in all aspects of the academy's work	E	✓	✓
7	An understanding of how Assessment for Learning can improve student performance and how to embed this within your department	E	✓	✓
8	Confidence in the use of standard computer packages and how these can be used to enhance student learning	E	✓	✓
9	Able to use student level data to raise standards	E	✓	✓
10	Enthusiasm for your subject	E	✓	✓
11	Creative problem solving together with willingness to take on and develop and try new approaches and ideas	E	✓	✓
12	Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues	E	✓	✓
13	Able to communicate both orally and in writing to students and their parents	E	✓	✓

			Assessed by:	
No	Categories	Essential / Desirable	App Form	Interview / Task
PERSONAL QUALITIES				
14	Pleasant and friendly manner	E	✓	✓
15	Polite and punctual	E	✓	✓
16	Reliable	E	✓	✓
17	A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy.	E	✓	✓

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Kirk Balk Academy

West Street

Hoyland

Barnsley

S74 9HX