South Bank University Academy
Part of LSBU | GROUP

English Teacher

Recruitment Pack

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Principal's Welcome



Dear Applicant,

Thank you for taking the time to find out more about this opportunity to work with us at the South Bank University Academy. This recruitment pack gives you information about the role and the school, which will help you in completing an application.

South Bank University Academy is a happy school with high standards of behaviour, where students feel safe and secure. Our teachers build strong relationships with every student, they nurture their personal growth and, through carefully designed experiences, support them to: become the changemakers in their world; live a good life; and improve the lives of others.

Everything we do is true to our values of social justice, endeavour, kindness and empathy, and community. Our vision and these values are bold and distinctive. They are about much more than examination results and they are tangible to all those who visit and work here. We are determined to achieve this vision and we expect our staff to embody these values every day in their interactions with students and in contributing to the wider school community.

We have thought hard about what we need to teach and how we need to teach it. Through our curriculum, students explore a rich body of knowledge across a broad range of subjects. We supplement this with an extensive enrichment curriculum of contextualised projects, educational visits, lectures, community work and a range of additional clubs and societies.

We invest heavily in ensuring that teachers can teach without disruption. Therefore, walking around the school you will see lessons happening in calm and purposeful learning environments.

We recognise that each subject has a unique pedagogical approach which is closely tied to the curriculum that is created for students. Therefore, we never prescribe particular methods of teaching. We are a learning organisation and so regularly reflect on our practice through structured training sessions as well as our Professional Learning Community where you will direct your own development.

John Taylor
Principal

Role Details

Package:	South Bank Academies pay scale M1-M6 £32,157-£42,624 *Expert Teacher Scale (our equivalent of the Upper Pay Scale) is on offer to candidates who can demonstrate they have passed through threshold.* Teachers' Pension, perks and benefits package, free lunch (when community dining), employee assistance programme, cycle to work scheme, season ticket loan, Specsavers eyecare
Accountable to:	Principal
Location:	South Bank University Academy, Trafalgar Street, Walworth, London SE17 2TP
Contract type:	Full time
Contract term:	Permanent
Job start:	Easter 2022 or sooner
Deadline:	9.00 am, Wednesday 8th December2021
Shortlisting:	Thursday 9th December (candidates to be notified on Friday 10th December)
Interviews:	Week commencing Monday 13th December 2021

Advert

We are seeking to appoint a driven and conscientious Teacher of English to join our team. This is an exciting opportunity allowing you to be at the heart of shaping the future success of the school.

South Bank University Academy is a rapidly growing, mixed 11 - 18 school located in the heart of London. The school opened in September 2014 and is sponsored by London South Bank University. The school is part of the South Bank Academies Trust.

Our school is a safe haven where every child enjoys their own journey of discovery, creativity and imagination and develops a love for their learning. The students leave our school not just with qualifications showing their academic success, but also with the capacity to think clearly and deeply, a desire to act with integrity and to show kindness and empathy to others, and with the character and experience they need to thrive in the world.

We are looking to appoint someone who:

- has a passion for working with young people and the impact this can have on their lives.
- has a range of high quality organisational skills and a commitment to continually strive to improve and develop these skills.
- has imagination and is able to take the initiative in developing ideas.
- has highly developed inter-personal skills who can develop and maintain effective working relationships with staff, students and parents.

Job Description

Core Purpose

You will have responsibility for leading the quality of teaching and learning (GCSE, A-level) for students in your classes. This will involve setting and articulating high expectations for students; planning; teaching effectively using appropriate resourcing to challenge and engage all learners.

Key Responsibilities

1. **Set high expectations which inspire, motivate and challenge students**
   - establish a safe and stimulating environment for students, rooted in mutual respect
   - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
   - Promote good progress and outcomes by students
   - be accountable for students' attainment, progress and outcomes
   - analyse students' data and exam performance to inform planning and intervention.
   - plan teaching to build on students' capabilities and prior knowledge
   - guide students to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how students learn and how this impacts on teaching
   - encourage students to take a responsible and conscientious attitude to their own work and study.

2. **Demonstrate good subject and curriculum knowledge**
   - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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

3. **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 according to the school's policy and plan other out-of-class activities to consolidate and extend the knowledge and understanding students 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.

4. **Adapt teaching to respond to the strengths and needs of all students**
   - know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
   - have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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.

5. **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 students' progress
   - use relevant data to monitor progress, set targets, and plan subsequent lessons
   - give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
   - follow the school's assessments reporting policies.

6. **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 school, in accordance with the school's behaviour for learning 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 students' needs in order to involve and motivate them
   - maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

7. **Fulfil wider professional responsibilities**
   - make a positive contribution to the wider life and ethos of the School including extra-curricular
   - 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 with regard to students' achievements and well-being.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- promoting fundamental British values, including democracy, the rule of law, individual liberty

8. Additional duties

- Work with the Principal to lead on areas of whole school responsibility as directed.
- Lead on aspects of pastoral management for example through contribution to the daily coaching programme.
- Actively develop opportunities to secure and embed partnerships outside the school, with employers, community groups, educational providers or charities for example.
- Act with integrity and ensure a high standard of care and safeguarding for all our students.
- Comply with health and safety rules and legislation, ensuring the safety of students and staff at all times.
- Provide a highly visible presence to students and colleagues through the day.
- Attend open evenings, parental events, progress review meetings and other dedicated activities, as required.
- Comply with data protection legislation in respecting the privacy of personal information.
- Comply with the principles of GDPR in relation to the management of records and information.
- Undertake additional duties as may be reasonably directed by the Principal or line manager where they meet the priorities of the school.

Person Specification

Essential	Desirable
Qualifications and background	
▪ Bachelors degree (or equivalent). ▪ QTS (qualified teacher status). (Overseas trained teachers will also be considered).	▪ A continuing engagement in current issues, ideas and research around secondary education. ▪ Masters degree in relevant subject.
Relevant Experience	
▪ Teaching 11 to 18-year-old students in a school setting. ▪ Teaching students to A level/BTEC Level 3.	▪ Has led initiatives which demonstrate impact on student attainment and progress.
Personal values and skills	
▪ Commitment to the values of the school. ▪ Good understanding of inner city schools and a commitment to enable equality of opportunity in all aspects of school life. ▪ An understanding of the impact an outstanding school can have on the whole community. ▪ Promotion and celebration of cultural diversity. ▪ Enthusiasm, energy and dedication for the role. ▪ A range of high quality teaching skills and a focus on self-reflection and evaluation of your teaching ▪ Good interpersonal and collaborative working skills. ▪ Effective and appropriate communication skills for a wide range of audiences ▪ Appropriate use of ICT to enhance learning and teaching and an interest in developing this ▪ An ability to use data and formative assessments to plan next steps ▪ The ability to plan effectively to raise individual and class attainment	▪ A developed personal commitment to continue to evaluate and improve your classroom practice through collaborative professional development ▪ An ability to set out and communicate a coherent educational vision for your subject within the school ▪ A passion to engage students in enriching learning experiences beyond your subject

Information for Candidates

Disclosure

This position is exempt from the Rehabilitation of Offenders Act (1974). As such, shortlisted candidates will be required to declare full details of any criminal background, regardless of whether the conviction is spent, and the Trust will be required to apply for a standard or enhanced disclosure (a criminal records check) from the Disclosure and Barring Service. Any declaration should be submitted, at the point of application, in a separate sealed document.

A criminal record will only be taken into account for recruitment purposes where the conviction is relevant to the position being applied for and, where this is the case, will not necessarily bar a candidate from employment. Any decision will depend on the precise nature of the work, the circumstances and background to the offence(s). The same procedure will be followed for staff applying internally for a vacancy. Further information about the Disclosure scheme can be found at: www.gov.uk/dbs. DBS clearances are held on an employee's file for the duration of their employment and are renewed every five years for all employees.

Safeguarding recruitment statement

South Bank Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments will be made subject to an enhanced Disclosure and Barring Service (DBS) clearance, references covering the previous five years of employment and overseas police checks where appropriate. Our recruitment and selection panels consist of at least one 'safer recruitment' trained member and all staff, on induction to our school, are required to undertake safeguarding training within the government's Keeping Children Safe in Education agenda.

Equal opportunities

South Bank Academies recognises that equality of opportunity and the recognition and promotion of diversity are integral to its academic and economic strengths. The following principles apply in respect of the school's commitment to equality and diversity:

- To provide and promote equality of opportunity in all areas of its work and activity;
- To recognise and develop the diversity of skills and talent within its current and potential community;
- To ensure that all school members and prospective members are treated solely on the basis of their merits, abilities and potential without receiving any unjustified discrimination or unfavourable treatment on grounds such as age, disability, marital status, pregnancy or maternity, race, religion or belief, sex, sexual orientation, trans status, socio-economic status or any other irrelevant distinction;
- To provide and promote a positive working, learning, and social environment which is free from prejudice, discrimination and any forms of harassment, bullying or victimisation;
- To promote good relations between individuals from different groups.

Applicants with disabilities

We are keen to increase the number of disabled people we employ and therefore encourage applications from individuals with a disability who are able to carry out the role. If you have special needs in relation to your application please email andrea.phiri@sbatrust.co.uk.

Travel expenses

The school will reimburse reasonable travel costs, for example standard class rail fare, to and from interview within the United Kingdom if agreed in advance.

How to apply

Informal Discussion

Applicants who wish to have an informal discussion about the role should contact Annette Moses, Vice Principal via email annette.moses@southbankua.org.uk

Applying

If you wish to apply for this post, please complete an application form on the TES portal by the closing date detailed on page 3.

Response

We very much regret that, due to limited resources and the large number of applications we receive, we are only able to inform shortlisted candidates of the outcome of their application. If you do not hear from us within four weeks of the closing date, please assume you have been unsuccessful on this occasion. We would like to assure you that every application we receive is considered in detail and shortlists drawn up after careful reference to a detailed person specification.

If your application is not successful, we hope that you will not be discouraged and will still apply for suitable vacancies as and when they are advertised.

Complaints

Any complaints regarding the application process should be sent to Jacqui Collins, Trust HR Manager jacqui.collins@sbatrust.co.uk