

# ASTREA ACADEMY DEARNE



**Astrea Academy Trust**  
INSPIRING BEYOND MEASURE

**Academic Year Leader (Maternity cover)**

**CANDIDATE PACK**

# Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Astrea Academy Dearne. The academy joined Astrea Academy Trust in February 2019 and has approximately 1150 students on roll in Year 7 to 11.

We are within commutable distance from Wakefield, Leeds, Doncaster and Sheffield and are a proud member of the Astrea Academy Trust family of schools. We have the highest aspiration for our students to achieve their very best and grow, both as individuals and as members of their community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work.

Astrea Academy Dearne is on an improvement journey, developing a strong curriculum, good teaching and effective pupil support. The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We aim to provide the highest quality of pastoral care and academic standards, helping to develop in our students a keen sense of pride in themselves, their academy and the wider community. We recognise the crucial role that parents/carers have in this respect and so strive to work in strong partnership with them throughout their children's time with us. Our supportive approach enables everyone to develop the skills and knowledge required to be responsible and considerate individuals suited to the demands of our ever-changing multicultural society.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Hannah Peace [hannah.peace@astreadearne.org](mailto:hannah.peace@astreadearne.org) if you would like to arrange a visit or an informal conversation with me.

I very much hope that you choose to apply for this post and I look forward to meeting you.

I look forward to welcoming you to our Academy.

With very best wishes

**Mr Eddie Child**

**Principal at Astrea Academy Dearne**

# Job Description

**JOB TITLE:**  
Academic Year Leader (Maternity Cover)

**REPORTING TO:**  
Vice Principal

**SALARY RANGE:**  
MPS/UPS  
£30,291 - £47,452 plus TLR 2F (£7,847)

**CONTRACT TYPE:**  
Fixed term for 1 year (until April 2025)

**WORKING PATTERN:**  
32.5 hours per week  
52 weeks per year



# Role Description

## Purpose

The Academic Year Leader will co-lead a specific year group alongside the Pastoral Year Leader, with particular focus on academic attainment.

The Academic Year Leader will be a leader who is passionate about the development of young people and is dedicated to the pursuit of excellence for every scholar, regardless of their barriers or background. The Academic Year Leader will ensure that the highest standards of academic support and pastoral care are in place for the scholars at the academy.

The role holder will enforce the high standards and expectations around behaviour, attendance and progress so that each scholar achieves their full potential. They will uphold the academy vision and values, ensuring excellent outcomes and next stages are the drivers for success.

## Main Duties and Responsibilities

- Lead on the analysis and action planning of attainment, progress & ATL data to ensure scholars make at least good academic progress across a range of subjects and towards meeting or exceeding their targets
- Work collaboratively with the Pastoral Year Leader to ensure we deliver the academy vision - 'To provide an exceptional, knowledge-rich experience, which ensures all scholars succeed.'
- Role model as the co-lead professional of the Year group, representing Astrea values to parents, community and external agencies
- Provide the professional support and challenge to staff to ensure consistency and high expectations are maintained
- Act on the analysis and action planning of year group attendance data
- Work collaboratively with the Pastoral Year Leader, DSL, SENCO, Teachers and HoDs to ensure effective teaching strategies are employed for all scholars in the year group/phase
- Work collaboratively with the Pastoral Year Leader, DSL, SENCO, Teachers and HoDs to proactively mentor scholars and provide additional provisions/interventions in support of any scholar who is underperforming academically
- Plan and lead events such as scholar review events and other year group specific events and follow up on the necessary tasks for identified individuals and groups of scholars
- Plan and lead year team meetings, providing a holistic picture to ensure a graduated response to intervention
- Provide year group performance reports to senior leaders
- Work collaboratively with the Pastoral Year Leader in ensuring the success of the Academy rewards systems and processes
- Deliver daily morning meetings for a year group
- Maintain regular contact with the parents of scholars in need of extra support, to keep them informed of the scholar's needs and progress, and to secure positive family support and involvement in improving academic performance
- In liaison with SLT, support the transition and transfer/options process at the relevant key stage/year group to ensure positive progression and accelerated progress
- Contribute to the celebration of achievement/academic excellence and success in the relevant year groups and promoting the rewards system

# Person Specification

## Education and qualifications

- Qualified teacher status
- Degree or equivalent qualification
- Evidence of recent in-service training in the specialist subject and other related areas

## Experience

- Successful teaching or teaching practice experience

## Knowledge, skills and abilities

- Able to demonstrate a thorough knowledge of the subject curriculum
- Able to demonstrate a knowledge of innovative approaches to teaching
- Must be an effective teacher, skillful in communicating with individuals and have a positive presence in the classroom
- Displays commitment to the protection and safeguarding of children and young people
- Must be confident, flexible, enthusiastic, approachable and able to inspire others
- Willingness to undertake professional development in the specialist subject and other related areas
- Willingness to assist in the development of extra-curricular activities.
- Must be able to contribute to the work of departmental teams.
- Must be determined to raise achievement
- Ability to offer multiple subjects would be advantageous

## **This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*

