



Accrington Academy
The best in everyone™
Part of United Learning

CANDIDATE BRIEFING PACK



ENGLISH LEAD
PRACTITIONER



ABOUT UNITED LEARNING

United Learning is a group of schools whose main aim is to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. We uniquely comprise of schools in both the state and the independent sectors. We currently educate over 40,000 students and employ over 7,000 members of staff including over 3,000 teachers.

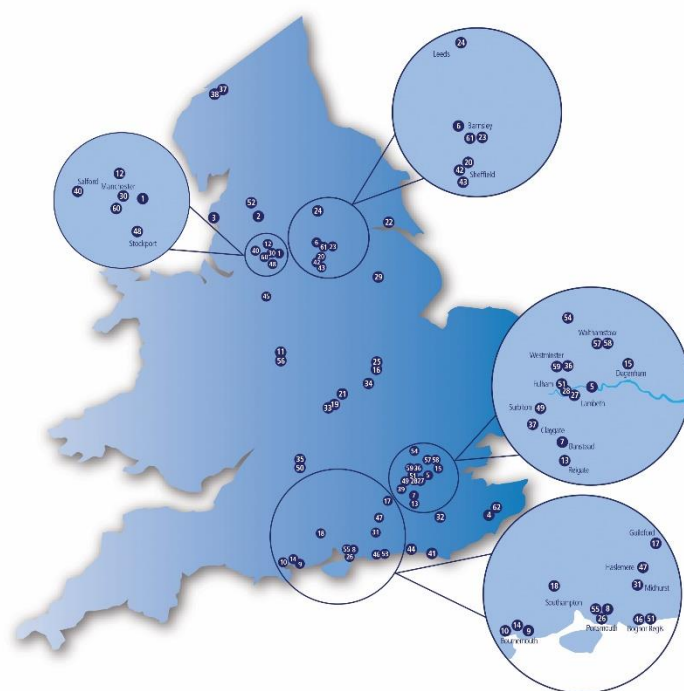
Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding Group-wide activities that we can provide means that more young people will have truly exceptional and inspiring experiences. We believe that our group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved. As more schools join the Group we will continue to develop regional clusters of independent schools and academies.

Our schools work as a team and achieve more by sharing. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance. As a group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. It's an ethos we call 'the best in everyone'.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies.

To find out more about United Learning, please visit the website:

www.unitedlearning.org.uk



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|---------------------------------|------------------------------------|---------------------------------|-------------------------------------|
| 1 Abbey Hey Primary Academy | 17 Guildford High School | 29 North Oxfordshire Academy | 41 Surbiton High School |
| 2 Accrington Academy | 18 Hampshire Collegiate School | 30 Northampton Academy | 42 Swindon Academy |
| 3 AKS | 19 Hanwell Fields Community School | 31 Nova Herod Academy | 43 The Hurlingham Academy |
| 4 Ashford School | 20 High Hazels Academy | 32 Puddington Academy | 44 The Hyndburn Academy |
| 5 Bacon's College | 21 Hill View Primary School | 33 Richard Rose Central Academy | 45 The Regis School |
| 6 Barnsley Academy | 22 Hull Collegiate School | 34 Richard Rose Morton Academy | 46 The Totteridge Academy |
| 7 Basildon Preparatory School | 23 Hummingley Primary School | 35 Rowan Preparatory School | 47 The Victory Primary School |
| 8 Beacon View Primary Academy | 24 John Smeaton Academy | 36 Salford City Academy | 48 Timber Tree Academy |
| 9 Bournemouth Collegiate School | 25 Kettering Buccleuch Academy | 37 Southaven Academy | 49 Walthamstow Academy |
| 10 Carter Community School | 26 King Richard School | 38 Sheffield Park Academy | 50 Walthamstow Primary Academy |
| 11 Corngreaves Academy | 27 Lambeth Academy | 39 Sheffield Springs Academy | 51 Wilberforce Primary |
| 12 Cravenwood Primary Academy | 28 Langford Primary | 40 Shoreham Academy | 52 William Hulme's Grammar School |
| 13 Danotter School | 29 Lincoln Minster School | 41 Silverdale Primary Academy | 53 Worthing Bank End Primary School |
| 14 Glenmoor & Winton Academies | 30 Manchester Academy | 42 Southway Primary School | 54 Wye School |
| 15 Goresbrook School | 31 Midhurst Rother College | 43 St Ives School Haslemere | |
| 16 Grange Primary Academy | 32 Newstead Wood School | 44 Stockport Academy | |

Accurate as of March 2018

OUR ETHOS

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the group. We summarise this ethos as 'the best in everyone'.

This ethos underpins our core values:

AMBITION

To achieve the best for ourselves and others;

CONFIDENCE

To have the courage of our convictions and to take risks in the right cause;

CREATIVITY

To imagine possibilities and make them real;

RESPECT

Of ourselves and others in all that we do;

ENTHUSIASM

To seek opportunity, find what is good and pursue talents and interests;

DETERMINATION

To overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

This ethos is our expression of our Christian roots, in schools which are fully inclusive and both welcome and respect students and staff of all faiths and none.



OUR FRAMEWORK FOR EXCELLENCE

To achieve our mission, our schools prioritise five key principles:

‘THE BEST FROM EVERYONE’

Our aim is to bring out ‘the best in everyone’ so we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential? So, we expect unreasonably – we constantly challenge children to do what they think they can’t, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

‘POWERFUL KNOWLEDGE’

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

‘LEADERSHIP IN EVERY ROLE’

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

‘CONTINUOUS IMPROVEMENT’

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

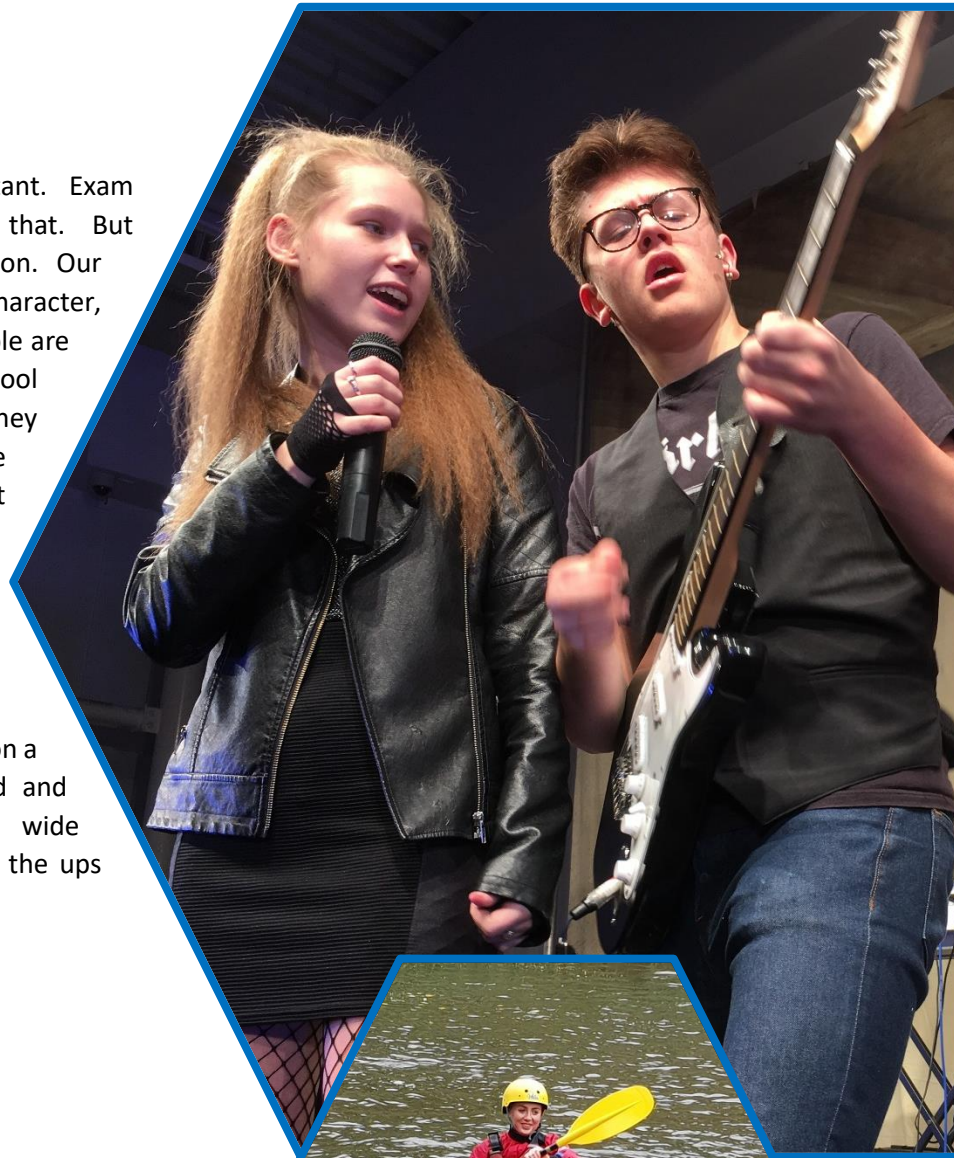
We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren’t working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

'EDUCATION WITH CHARACTER'

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

#educationwithcharacter





SCHOOL INFORMATION

Accrington Academy has 1170 students aged 11-18 and 150 staff. Our intake is reflective of our local community with the majority of students being White British and about one quarter from Asian backgrounds. The percentage of students known to be eligible for free school meals is above national average at 36%.

The academy benefits from outstanding facilities which include a swimming pool, extensive sports facilities, state of the art media facilities including a film studio, and interactive whiteboards in each classroom. Plans are underway to extend the academy to meet the demand of students wishing to access Post-16 provision.

This is a thriving and dynamic school where students acknowledge and value the vast range of opportunities that are provided for them. Respect, Diversity and Tolerance are key values that underpin all aspects of school life. Since opening in September 2008, Accrington Academy has established itself as a school which transforms the life chances of the local community. In addition to being a 'good' school, the academy fulfils a major role in community provision and sports education in the area.

The school has been recognised for its excellent delivery in a number of areas. It is a National School of Creativity, a Youth Sports Trust Ambassador School, holds a National Research Mark and has recently been recognised for its work in developing positive mental health with its students. The academy also benefits from a close network of local partners including primary associate partners, the local leisure trust and Curious Minds. There are strong relationships within the wider network of United Learning schools both in the north and nationally.

The academy aims to be a place for outstanding learning with a clear social and moral dimension. Whilst the Christian faith is the starting point and the central focus for the ethos of the school, the beliefs and the practices of other faiths are valued and respected. The school welcomes those of all faiths and none. The ethos of the school is to support each student to:

- Become a balanced, articulate person with the intellectual freedom to be creative;
- Have the confidence to initiate;
- Have the resilience to cope with adversity;
- Have the compassion to serve others;
- Be motivated to have a lifelong love of learning.

We fully recommend that you take the opportunity to make an informal visit prior to making your application to see the school for yourself. Please call 01254 304300 to make an appointment to visit.

ACCRINGTON - A GREAT PLACE TO LIVE AND WORK

The vibrant town of Accrington lies in Hyndburn in the heart of Pennine Lancashire. A town with a rich history, Accrington lays claim to a proud heritage. The Accrington Pals, Accrington Stanley Football Club, Haworth Art gallery and its canal system all offer a glimpse back to a town that is rightly proud of its roots.

As time has developed Accrington has found itself at the centre of outstanding transport links that offer a lifestyle with benefits for all. Whilst local people are fiercely proud of the history of Accrington, the wide range of neighbouring small towns and villages, as well as proximity to Manchester and Preston, offer a range of living and social scenes.

Manchester is an easy commute away and offers a fantastic combination of work and play. With a population of over 2.5 million, excellent shopping and sports and great business links, this is one of the most impressive areas to work and live in the country. It offers the best of city life, has the UK's biggest commercial airport outside of the South East and is only 2 hours by train from London.

The Ribble Valley is an area of outstanding natural beauty, well-known for its scenic countryside, delicious food and famous landmarks. Castles, Abbeys and Roman museums all give a glimpse into an area full of historic and cultural significance.

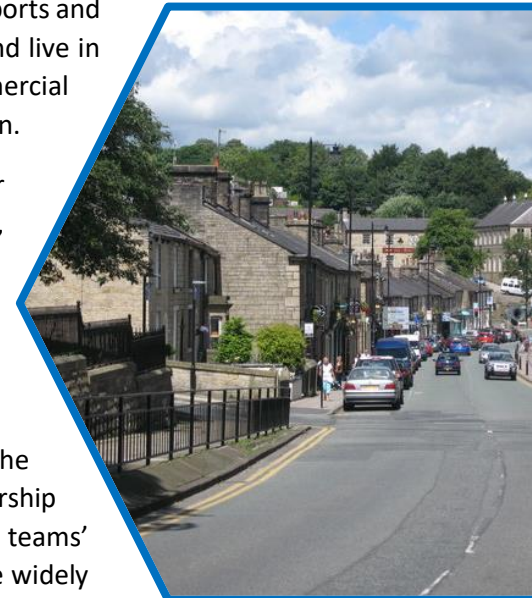
Areas such as Clitheroe, Whalley and Ramsbottom all provide a relaxed environment for those who wish to live in quieter, picturesque settings.

Sports lovers can enjoy the top-level teams right on their doorstep. For the football fans, local rivalries between Accrington, Blackburn and premier ship Burnley run deep. Netball is a thriving sport and offers junior teams' opportunities to play at the highest national level. Rugby and cricket are widely evident across the locality. The academy plays a central role in supporting talented sports men and women in taking up these opportunities.

For many people leisure pursuits extend to the beautiful countryside with walking, running and mountain biking benefitting from extensive networks and fantastic facilities.

The visit Lancashire website provides more useful information: www.visitlancashire.com Rightmove can give an indication of the range of accommodation and prices in the area:

www.rightmove.co.uk



JOB DESCRIPTION

Job Purpose

- The postholder will lead the enhancement of teaching within the English faculty and be part of the whole school Teaching and Learning development team.
- To support in the management and organisation, teaching and progress of the English Faculty.
- To make a key contribution in ensuring outstanding progress within all English lessons
- Ensure that the students achieve their full potential both in and out of the classroom, driven by our core values of respect, ambition, determination, tolerance and integrity.
- To expand opportunities for high quality enrichment opportunities and homework in English.
- To support the Monitoring for Achievement (subject quality assurance) process, working with Program Leaders to identify areas for development and examples of best practice.
- To provide one-to-one coaching for staff where necessary and lead CPD across the faculty and the wider school
- To lead whole school initiatives to develop specific aspects of teaching and learning

Safeguarding

- To uphold the Academy's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners

Key Responsibilities and Tasks

Departmental Responsibilities:

- To be accountable to the Assistant Principal with responsibility for Teaching and Learning.
- Promoting the latest developments in pedagogical practice within English and teaching in general
- To assist in the professional development of all staff in the English Faculty (and others as necessary) and provide clear guidance to the department on CPD strategies and opportunities.
- To attend departmental meetings and lead part of the meetings focussed on teaching and learning.
- To take a leading role in the monitoring of teaching and learning, progress and intervention in the English Faculty and beyond.
- To provide an inspirational role model for other staff, and to showcase/model best practice as required.
- To ensure that Accrington Academy Feedback & Recognition policy is being adhered to teachers and that learners are finding the policy effective.
- To be a reflective practitioner and to continually reassess the success of the English Faculty (and others as directed) and to adapt and develop as necessary.
- Keep up to date with national developments in English and wider teaching practice methodology.
- Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

Teaching and Learning:

- To take a significant Teaching and Learning role within, and beyond, the English faculty, challenging and intervening as necessary where the quality of delivery is not consistently very good.
- Contribute to the improvement of teaching and learning across the school by working strategically with the Assistant Principal T&L, Extended Leadership Team and other Lead Practitioners.
- Support the Academy's expectation that teaching and learning is at least good at all times.

Monitoring:

- To assist with regular observations of designated staff in line with school policy.
- To identify and recommend staff development training needs within English and across the school.
- Promote teamwork and motivate staff to ensure effective working relations within English and across the school.
- To help with the day-to-day management of staff within the English faculty and act as a positive role model.

Intervention:

- To assist and support the Head of English with programmes of intervention, particularly for examination groups in years 11, 12 and 13.
- To create and resource programmes of intervention.
- To monitor impact of intervention strategies and adjust approaches accordingly.
- To ensure consistency of intervention strategies, including the quality assurance of the delivery, challenging and developing staff as necessary.

Training and Development:

- Delivery of appropriate INSET on ways to improve teaching and learning specific to the English Faculty, and to other groups where required; particularly as part of our "Learning Hubs" development programme.
- Maintain an up-to-date knowledge of new ideas regarding teaching and learning pedagogy, Teacher Standards and Ofsted Inspection Standards and implement them with staff and students.
- Continue to follow an agreed programme of personal professional development.
- To assist with performance management of staff and wider professional development of colleagues across the school.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy.
- Know subject(s) or specialism(s) to enable effective teaching.
- Take account of wider curriculum developments.

- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to the pastoral agenda.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and students.
- Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy.
- Take part in marketing and liaison activities such as Open Evenings and Parents Evenings.
- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Lead or help to lead an after-school activity once per week; either curriculum based or an extra-curricular club.

General

All Academy staff are expected to:

- Work towards and support the Academy's vision, values and objectives.
- Fully subscribe to the Academy Values of Respect, Determination, Ambition, Tolerance and Integrity regarding themselves, the Academy and our young people.
- Support and contribute to the Academy's responsibility for safeguarding students.
- Work within the Academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Work within the Academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Engage actively in the performance review process.
- Adhere to Academy policies, procedures and core values as set out in the documentation available to all staff.
- Ensure that the confidentiality of sensitive information and data is not compromised.

PERSONAL SPECIFICATION

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable Assessed by: I = Interview A = Application

QUALIFICATIONS		
<ul style="list-style-type: none"> A good honours degree Qualified teacher status NPQML and or NPQSL 	E E D	A A A
EXPERIENCE		
<ul style="list-style-type: none"> Experience of teaching in at least 2 schools Experience of teaching English up to A level A track record of effectively leading/motivating pupils and staff and developing team approaches Experience of supporting teachers to move from RI to good or better Minimum of 2 years Leadership Experience Demonstrable experience of improving student outcomes Excellent understanding of high-quality approaches to the planning and delivery of engaging and challenging Science lessons Outstanding teacher Developing, leading and monitoring initiatives using technology to support evaluation In-depth knowledge and understanding of National Educational priorities/developments 	D E E D E E E E E E	A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I
PROFESSIONAL DEVELOPMENT		
<ul style="list-style-type: none"> Evidence of a commitment to own professional development Evidence of keeping up to date with educational thinking and knowledge A strong commitment to the quality of professional development of staff The drive to develop others capabilities and help them realise their full potential 	E E E E	A/I A/I A/I A/I
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
<ul style="list-style-type: none"> Knowledge and understanding of recent legislation, development and initiatives in secondary education Knowledge of the latest developments in teaching and learning pedagogy Knowledge of Performance Management and review Ability to analyse data effectively Ability to present data to support student progress Good understanding of the skills and attributes required for effective leadership A thorough understanding of the OFSTED Framework regarding effective leadership, management and self-evaluation A good knowledge of the national frameworks, initiatives and strategies An excellent understanding of approaches to training and staff development 	E E E E E E E E	A/I A/I A/I A/I A/I A/I A/I A/I

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