



The Sutton Academy



# Recruitment Pack



Together Students Achieve

# Welcome from the Principal

Thank you for your interest in this post. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website

[www.thesuttonacademy.org.uk](http://www.thesuttonacademy.org.uk)

The Sutton Academy opened in September 2010 and is on a successful improvement journey to good and outstanding.

I have a clear vision for all students in our academy to achieve their best academically, whilst nurturing their talents and passions.

We strive for the highest possible levels of achievement for all our students and are committed to providing the highest standards of teaching and learning. In return we have very high expectations of student behaviour and their commitment to their learning.

Our students benefit from a modern learning environment with outstanding facilities. This helps to create a vibrant and positive learning community which is friendly, caring and purposeful.

We are aspirational for our students and see it as our duty to ensure that all our students have the best life chances possible and eventually leave the academy well prepared to take their place in the world of the future as confident and responsible adults who are empowered to make real choices in their lives.



Alison Sherman  
Principal



# Why Choose Us?

If you choose to pursue an application to work at The Sutton Academy it is because you are motivated to work within a supportive, collaborative and dynamic team which consistently strives to achieve the best outcomes for our students. We believe in providing opportunities for all - both staff and students. Our expectations are high for everyone within our community, recognising the fact that only through this teamwork can we all achieve our aspirational goals. Staff come to work to teach lessons that ensure students make excellent progress. Parents choose our school because of the expectations we have of ourselves and our willingness to go above and beyond for everyone within our community. Likewise the high expectations that we place upon ourselves as professionals, we also extend to our students whether it be with their progress, uniform or behaviour throughout the school and community.

If you are looking for a school that will challenge whilst supporting you, then our CPD package will ensure you develop your skills, whether it be in the classroom or as a leader influencing colleagues.

*Why work at The Sutton Academy?*

*"I couldn't have chosen a better place to begin my teaching career, I cannot image a workplace where I could feel more supported, encouraged and appreciated. Reading about TSA online I had a strong idea it was where I wanted to work and my interview day confirmed this completely. Meeting the friendly and approachable staff coupled with the bright, vibrant pupils I was sure this was the place for me. As an NQT I have been offered fantastic support and weekly training to encourage my development as a teacher."*  
- NQT English

*"The school has an excellent support system in place to make sure all aspects of the job specification are met. This ranges from NQT master classes on a weekly basis down to one to one support from mentors. The different opportunities that The Sutton Academy have offered in order for me to develop my teaching practice has really opened my eyes to the wider role of a teacher and possible routes for progression in the future. The Head makes sure she speaks to all new staff to ensure they are coping well with the job role and to make sure that any further support is offered to aid the role or even help with a specific group."*  
- NQT Mathematics





# Learning at The Sutton Academy

We encourage and support all children to achieve their full potential at The Sutton Academy. We make this possible by placing great emphasis on an orderly and happy working environment where high expectations are the norm. Our lessons are challenging, engaging and inspiring. Our students actively work together and independently enabling them to make good progress.

We have a highly skilled and dedicated team of teachers here at The Sutton Academy. They plan lessons very carefully to meet the needs of individual children. They have high expectations which challenge all pupils to achieve their best.

The curriculum is designed to create learning pathways that meet the aspirations, talents and needs for each individual and blends the traditional with the creative.

Our Key Stage 3 (Years 7 & 8) is designed to accelerate learning and progress, developing learners who have the knowledge, skills and enquiring minds that will enable them to achieve to their full potential in Key Stage 4.

The national curriculum is followed ensuring a broad and balanced range of subjects with an emphasis on developing literacy and numeracy.

Our Key Stage 4 programme, studied in Years 9,10 and 11, offers an extensive choice of options, including a full range of academic GCSEs and English Baccalaureate subjects.

Students are taught in groups arranged by need and ability, based upon rigorous analyses of all available data. This enables staff to stretch and support all students to help them achieve exceptional progress.

Our sixth form provision offers continuity from Year 11 with clear progression pathways. We offer a wide range of academic A Level courses as well as more vocational Level 3 qualifications; some students choose a blended pathway of both academic and vocational courses.

Clear regular target setting, assessment and reporting systems underpin all aspects of learning throughout the Academy so that students understand the progress they are making and how to make further improvements.



# Enrichment

At The Sutton Academy we believe enrichment is an entitlement and we expect all students to attend our extensive range of activities.

In addition to trips, residential excursions and international opportunities, there is a menu of activities that take place at lunchtime and after lessons as well as during holidays.

Enrichment offers students the opportunity to develop new interests, become more knowledgeable and skilled in an area boost self-confidence, and benefit from doing something away from the pressure of passing examinations.

The objective of enrichment is to

- \* Widen students' intellectual experiences
- \* Improve independent learning skills
- \* Develop love of learning
- \* Offer students the opportunity to pursue their talents and interests
- \* Have fun and relax.

## What others say about The Sutton Academy

'Teachers ask for our opinion and act on our advice – "Together Students Achieve" was my idea' – [Year 8 student](#).

'Very young, passionate and motivated staff who seem to go above and beyond.' – [Year 11 parent](#).

'I am amazed at the number of enrichment opportunities my daughter has been given since joining The Sutton Academy. She loved performing at the final of The Four Nations Rugby at Anfield Stadium in Liverpool.' – [Year 7 parent](#).

'Staff morale is high. Staff feel cared for and increasingly challenged and supported by senior leaders.'- [OFSTED FEBRUARY 2017](#)

'Leaders and staff at all levels are committed to the school's vision of high expectations and aspirations for all pupils.'- [OFSTED FEBRUARY 2017](#)

'Leaders and teachers have worked hard and with success to change the culture of the school, to raise aspirations and to ensure that pupils feel safe to flourish personally, emotionally and academically.'- [OFSTED FEBRUARY 2017](#)

'The behaviour of pupils is good. Pupils of all ages socialise and behave well outside the classroom. Pupils take pride in their uniform and in their school environment.'- [OFSTED FEBRUARY 2017](#)

# Job Advert

<b>Curriculum Leader Business:</b>	<b>Salary:</b>	MPS/UPS +TLR2b £4,528 p.a.
	<b>Employer:</b>	The Sutton Academy
	<b>Location:</b>	St Helens
	<b>Contract Type:</b>	Full Time
	<b>Start Date:</b>	1 September 2019
	<b>Closing Date:</b>	Monday 20 May at 12 Noon
	<b>Interview Date:</b>	W/C 20 May 2019

The Governors are seeking to appoint a well-qualified and talented teacher of Business Studies as a Curriculum Leader for Business Studies.

Candidates should have a proven track record of successful delivery of business studies at both KS4 and KS5.

The successful candidate will be joining a strong collaborative and cohesive department.

This is a key appointment and represents an excellent opportunity for a quality practitioner wanting to develop their career. There will be strong professional development opportunities for the successful candidate in teaching, learning and leadership.

An application pack is attached or visit our website [www.thesuttonacademy.org.uk](http://www.thesuttonacademy.org.uk)

Applications should be returned to [Christine.roberts@thesuttonacademy.org.uk](mailto:Christine.roberts@thesuttonacademy.org.uk)

This post is subject to satisfactory Disclosure & Barring Service (DBS) Enhanced Disclosure Certificate. The Sutton Academy is committed to equal opportunities.

We are committed to safeguarding and promoting the welfare of children and young people; we expect all staff and volunteers to share this commitment.

# Job Description

POST: Curriculum Leader

CURRICULUM AREA: Business

GRADE: TLR2

RESPONSIBLE TO: Faculty Leader

WORKING PATTERN: Full-time and as described in the Secondary Teachers' Pay and Conditions Document.

KEY RELATIONSHIPS: Academy Leadership Team; relevant teaching and support staff; LA representatives; external agencies; parents; local community; Sponsor

DISCLOSURE LEVEL: Enhanced

JOB PURPOSE:

1. To lead the development, monitoring and continuous improvement of the curriculum area or learning phase throughout the Academy, incorporating relevant Key Stages and co-ordinated with the Academy Development Plan.
2. To maintain clear vision, purpose and high expectations, focused on students' achievement.
3. To provide expert and innovative leadership of learning and teaching within the curriculum; inspiring, motivating and influencing staff and students to produce their best.
4. To promote the five outcomes of every Child Matters through the delivery of personalised learning experiences for students.

AREAS OF ACCOUNTABILITY:

1. Specific areas of responsibility within the Learning Area.
2. Performance of any team members for whom you have line management responsibility.
3. Cross curricular input and interface of the Academy specialism.
4. Impact of your responsibility to maximise student learning.

RESPONSIBILITIES

A. Knowledge and Understanding

1. Maintain and develop broad and current knowledge of teaching and learning and disseminate this to other teachers and students where required.
2. Maintain knowledge and understanding of the Academy's aims, priorities, targets and action plans.
3. Understand and promote the Academy specialisms and their impact on students.
4. Understand and promote links between the subject and the wider curriculum.
5. Ensure best value for money by following Academy financial regulations.

B. Teaching and Assessment – Planning

1. Monitor and evaluate the planning of other teachers, providing regular feedback where required.
2. Help to ensure that teachers are aware of the needs of inclusion of all students and groups.

# Job Description

3. Support the use of feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
  4. Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies within delegated areas of responsibility.
  5. Assist in the implementation of Academy policies and procedures where appropriate,
- C. Teaching and Assessment – Teaching
1. Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
  2. Ensure teachers are clear about the teaching of objectives in lessons; understand the sequence of teaching and learning and communicate this to students.
  3. Identify and promote innovative and effective teaching strategies in the Academy/subject to meet the needs of all students.
  4. Co-ordinate / monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to students' learning within delegated areas of responsibility.
  5. Support the effective and efficient management and organisation of learning resources including information and communications technology within the Academy.
- D. Teaching and Assessment – Monitoring Progress
1. Support the analysis and interpretation of relevant national, local and Academy data, research and inspection evidence to inform policies, expectations and teaching methods.
  2. Support the use of evaluative assessment data across the Academy/subject to identify trends in student performance and issues for development.
  3. Support intervention strategies to address identified issues for development.
  4. Promote Student Voice and keep evaluative records where required.
- E. Student Outcomes:
1. Support staff in ensuring that agreed student progress target levels are achieved or exceeded.
  2. Encourage students' motivation and enthusiasm in the Academy, developing positive responses to challenge and high expectations.
  3. Support the updating of Learning Area Self Evaluations to produce reports within the quality assurance cycle.
  4. Support the updating Learning Area Self Evaluations to produce reports on examination performance, including the use of value-added data.
  5. Ensure effective communication as appropriate with the parents/carers of students.
- F. Wider Professional Effectiveness – Personal Development:
1. Maintain 'leading edge' knowledge through reading, INSET, research and other relevant development opportunities to inform own practice, demonstrating impact in teaching and on students' learning.
  2. Support the assimilation and implementation of new curriculum guidance to lead change within the Academy through the personalised agenda.
  3. Identify own personal and professional development needs and achieve own challenging professional objectives.



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## G. Wider Professional Effectiveness – Academy Development:

1. Support professional development in the Academy through example and support the provision of high quality professional development for staff.
2. Support effective links with the local community, including business and industry.
3. Support the creation of a curriculum area improvement plan in line with ADP and based on evaluation evidence.
4. Support the development of the Learning Area SEF in line with Academy SEF.

## H. Professional Characteristics:

1. Help to create a climate which enables staff to develop, support and positively challenge each other.
2. Communicate effectively and with professional integrity within and beyond the Academy community.
3. Provide a positive role model for students and teachers and for other aspiring leaders and managers
4. Build and maintain effective teamwork with high expectations of outcomes.

## I. Marketing and Liaison:

1. Contribute where appropriate to the Academy liaison and marketing activities, e.g. the collection of material for press releases.
2. Contribute to the development of effective subject links with partner Academies and the community, attend liaison events in partner Academies where necessary and effectively promote subjects at Open Days/Evenings and other events in partner Academies and the wider community.
3. Actively promote the development of effective subject links with external agencies where appropriate.

## J. Learning Support:

1. Support the monitoring of the overall progress and development of students.
2. Assist in the implementation of the Behaviour for Learning system.
3. Support the Inclusion, Attendance and Punctuality procedures across the Academy.

## K. Other specific duties:

1. Play a part in the life of the Academy community.
2. Support the Academy in meeting its legal requirements for worship.
3. Promote actively the Academy's corporate policies.
4. Other such professional duties as may from time to time be reasonably required..

## Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
3. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

# Person Specification

Person Specification		
	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A Degree + PGCE (or equivalent teaching qualification)</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of further professional study</li> </ul>
<b>Leadership and management</b>	<ul style="list-style-type: none"> <li>• Evidence of involvement in leading a team initiative in education</li> <li>• Experience or involvement in effectively deploying and managing staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Team leadership experience in schools</li> <li>• Experience of leading an aspect of curricular development</li> </ul>
<b>Experience, skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Evidence of outstanding teaching ability</li> <li>• Evidence of raising achievement and attainment of students irrespective of ability</li> <li>• Excellent communication skills</li> <li>• Experience of positive engagement in a team or participatory work group</li> <li>• Evidence of effective resource management.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of a specialist school</li> <li>• Experience of collaborative work with other educational institutions</li> <li>• Experience of learning and teaching in more than one secondary school</li> <li>• Experience of working with external bodies such as examination boards</li> </ul>
<b>Additional skills</b>	<ul style="list-style-type: none"> <li>• Competent in ICT and willing to be trained as required</li> <li>• A clear commitment to developing learning opportunities</li> <li>• A demonstrable ability to analyse performance data, reviewing patterns and take appropriate action.</li> <li>• Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively.</li> </ul>	

# The Business Department

## Additional Information

The Business department at Key Stage 4 currently delivers BTEC Business and the BTEC Tech Award in Enterprise.

At Key Stage 5, students study the Level 3 Cambridge Technical Diploma in Business.

From the next academic year, it is planned that Key Stage 4 will work towards the BTEC Tech Award in Enterprise and the Cambridge Technical qualifications will continue to be delivered across Key Stage 5 including the double award qualification.

There are currently two full time staff members and one part time member of staff.

The department is overseen by the Faculty Leader of Computer Science, Business and Information Communication Technology.



# The Sutton Academy

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