

The Winsford Academy



INFORMATION FOR POTENTIAL APPLICANTS

Appointment of KEY STAGE 3 INTERVENTION TEACHER

Full time

for September 2021

Teacher's Main Scale/UPS



Grange Lane Tel: 01606 592300

Winsford

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Principal: Mr G Evans

April 2021

Dear Candidate

KEY STAGE 3 INTERVENTION TEACHER

Thank you for your interest in the Winsford Academy and the position of Key Stage 3 Intervention Teacher from September 2021.

We are keen to recruit a skilled literacy and numeracy teacher, dedicated to raising our students' attainment further. This exciting new role will involve delivering lessons and interventions as well as catch up programmes to classes of students in KS3 who are working below their age expectation or who have gaps in their learning. Applications from primary practitioners are welcome.

We are looking for a motivated teacher to work with our students to achieve their true potential in each subject. Whilst the successful candidate will be primarily focusing on literacy and numeracy, in some cases they will provide support in other subjects, with materials provided by subject leaders. The successful candidate will lead by example, supporting learners to achieve to the best of their ability.

This is a new position and the successful applicant will offer our students challenging, engaging and interactive lessons with the opportunity for all to succeed. You will have theoretical and practical knowledge of the strategies necessary to engage students and ensure that they progress with literacy and numeracy. Applicants must be qualified teachers (suitable for NQT) with a commitment to high levels of achievement for all pupils and also bring enthusiasm and imagination to learning.

There has never been a better time to seek employment at The Winsford Academy, as we share a strong, dynamic sponsorship arrangement with the highly regarded and outstanding Fallibroome Multi Academy Trust, based in Macclesfield. The school is one of the founding members of the Fallibroome Trust and there are opportunities for development and collaboration across the Trust.

In May 2016 the Academy was judged, by Ofsted, to be good for 'overall effectiveness' and commended for 'rapid and sustained improvement' since incorporation into The Fallibroome Trust in September 2014. Inspectors were impressed with pupils' behaviour and pride in their school and commended a 'culture of improving learning' which meant that pupils made 'good progress in their subjects'. Teachers were commended for their high expectations and for challenging able pupils to achieve high standards and for the quality of care provided for all pupils.

Our Academy is an 11-16 mixed comprehensive school and we currently have 1015 students. Our intake is non-selective and varied, including children from a wide range of homes and backgrounds. We pride ourselves in our inclusive approach, but we never compromise on high expectations. We have recently been able to add 30 additional places to Year 7 for September 2021 and will be over subscribed with 240 students joining us.

We are very proud of our Academy and the achievements of our students who demonstrate a diverse range of talents and positive attitudes to learning. Our highly committed staff put the child at the centre of everything they do. I expect the very highest standards from our students and our strong school systems ensure that students are provided with a safe and friendly environment where teachers teach and learners learn. Outstanding levels of pastoral care and a diverse curriculum offer, ensure equality and opportunity for all.

PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a **concise** letter of application of no longer than two pages (11 pt text). This should include the following information:

- A description of the key contributions that you have made in your career to date
- Key evidence that demonstrates the impact you have had in your current and previous roles
- The particular strengths that you could bring to Winsford if your application is successful.

Candidates are kindly requested not to submit a CV instead of the application form. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Mr G Evans, Principal, to arrive **no later than 5pm on Friday 23rd April 2021**. Please note that we will only consider applications submitted on the school's application form.

For an informal discussion about the role, please contact Gary Evans, Principal via e-mail: admin@winsfordacademy.org.uk or tel: 01606 592300.

For an informal visit to the school please contact Jane Fox on 01606 592300 or email jane.fox@winsfordacademy.org.uk

We are also committed to safeguarding and promoting the welfare of children and young people and appointments are made subject to enhanced DBS disclosure.

Yours sincerely



Mr G Evans
Principal

Dream Learn Trust Succeed

KEY STAGE 3 INTERVENTION TEACHER - JOB DESCRIPTION

Teaching and Learning

- Teach in Key Stage 3
- Plan work in accordance with departmental Schemes of Work
- Take account of all students' prior levels of attainment and use them to plan challenging lessons and set future targets
- Monitor performance data, identify and address underachievement through contributing to Academy strategy as well as developing and implementing curriculum area strategies and approaches.
- Establish a purposeful working atmosphere during all learning following Academy Policies
- Actively support extra-curricular activities to enhance students' experiences
- Manage the behaviour of students in classrooms and around the Academy.

Assessment, Recording and Reporting

- Mark and return work set, including homework in line with the Academy assessment policy.
- Carry out assessment programmes, as agreed by the Academy or Curriculum Area.
- Complete Student Reports in line with Academy Policy.
- Attend Parents' Evenings as required and keep parents/carers informed about their child's performance and future targets.

Form Tutor Role

- Undertake responsibility for a Form Group.
- Monitor and set targets for the social and academic progress of all students in the Form Group
- Endeavour to build up a good relationship with the students in the Form Group so that they will look to you for support and advice.
- Report issues of concern to the appropriate senior staff.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

Key Organisational Objectives

To contribute to the Academy by:

- Following Academy ethos, policy, procedures and child protection health and Safety requirements
- Ensuring compliance with Data Protection legislation.
- Contributing to the maintenance of a caring and stimulating environment for young people

Performance Management and Professional Development

- To participate in the Academy's Performance Management programme.
- The Academy will support the continuing professional development of all staff to ensure that their expertise is being kept up to date.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

KEY STAGE 3 INTERVENTION TEACHER PERSON SPECIFICATION

CRITERIA	ESSENTIAL
A. Education and training	<ul style="list-style-type: none"> • To hold a degree or equivalent qualification. • To be a qualified teacher.
B. Skills and abilities	<ul style="list-style-type: none"> • establish and review targets and make decisions; • relate to and work with others as a member of a team. • Plan and deliver lessons that motivate all students to learn and achieve. • Work independently and demonstrate initiative. • Ability to interpret data that informs planning
C. Special knowledge	<ul style="list-style-type: none"> • To have knowledge of developments with regard to the National Curriculum and other Government initiatives. • To understand the process of learning. • To understand curriculum continuity and progression. • To have knowledge of issues in the area of special needs. • Literacy/numeracy teaching KS2 or KS3 • Experience in raising levels of literacy and numeracy with a range of intervention strategies matched to the needs of the learner. • Practical use of AFL
D. Personal qualities	<p>Evidence of:</p> <ul style="list-style-type: none"> • the ability to relate to and motivate staff, parents and students; • the ability to listen to and understand others; constant and consistent expectations of high standards.
E. Approach to work	<p>Evidence of:</p> <ul style="list-style-type: none"> • high motivation and professional commitment; • a commitment to student-centred education; • a commitment to involving parents as partners in the education process; • a commitment to and understanding of equality of opportunity