



The Shared Learning Trust

THE CHALK  
HILLS ACADEMY

## Director of English

The Chalk Hills Academy have an exciting opportunity for a Director of English to join a flourishing and thriving department from January 2020. This vacancy has arisen **due to the internal promotion of the current post holder to the position of Assistant Headteacher**. The Chalk Hills Academy are proud of the unrivalled education experience offered and you will certainly benefit from forward-thinking and supportive leadership, an encouraging and enthusiastic staff body and enterprising students. Our academy has state of the art facilities, fit for all your teaching needs. Our facilities include a brand new gym with new equipment from April 2019 which staff are welcome to use after school hours.

The role of Director of English will suit an outstanding practitioner with a proven track record of improving outcomes within an English Department. You will work closely with the Curriculum Leader for English, to drive up attainment and progress. The successful candidate will have good interpersonal skills, be able to collaborate with colleagues, flexibility and enjoy working as part of a team. You will build on existing good practice, strengthen partnerships, and ensure our academy is well supported to deliver an excellent education to all students.

It's incredibly important to us here at The Chalk Hills Academy that all our teachers feel valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of teachers that have joined us and been given excellent CPD and training that has allowed them to climb the career ladder.

If you want to grow and develop in a fast paced, dynamic and successful Academy, come and join us at [The Chalk Hills Academy!](#)

Visits are warmly welcomed.

### Key Duties:

1. To play an active role in the development of the English curriculum providing specific expertise and guidance and lead on the delivery of mastery programmes and the KS3/4/5 curriculum.
2. Be accountable for the learning and achievement of all students studying English at The Chalk Hills Academy.
3. To liaise with subject colleagues and TLR holders at The Chalk Hills Academy to support strategic development, share good practice and plan collaborative activities.
4. To ensure that The Chalk Hills Academy is represented positively locally, regionally and nationally within any educational context.

### Job Specifics:

- **Start date:** January 2020
- **Salary:** L5 – L7 - £44,106 - £47,501 + up to £2,000 for Recruitment and Retention for an exceptional candidate
- **Job Role:** Full time, Permanent

### Why work for Chalk Hills Academy?

- £30 million state of the art building with well-equipped classrooms in an Ofsted rated 'Good' school
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

**Here's what Ofsted have to say:** *"Together with your leadership team, governors and the trust you have established high expectations for behaviour, teaching and achievement. Leaders have made sure that strategies are in place which have led to improvements in the quality of teaching, learning, assessment and the curriculum. Leaders have high expectations for pupils' behaviour. Leaders work well with staff to ensure that the school is typically a calm, orderly and purposeful environment."* **Ofsted May 2018**

## MEET THE ENGLISH DEPARTMENT



# HOW TO APPLY

**Closing Date:** Friday 4<sup>th</sup> October at 12pm    **Interviews:** w/c 7<sup>th</sup> October 2019

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

**We look forward to hearing from you!**

If you have any questions about the role or would like to visit the Academy, please email [academyrecruitment@thesharedlearningtrust.org.uk](mailto:academyrecruitment@thesharedlearningtrust.org.uk)

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

## RECRUITMENT TIMELINE

9 September 2019	Position is advertised
4 October 2019	Closing date for applications (12pm) References will be requested at this stage
4 – 7 October 2019	Final shortlisting and contact with candidates
w/c 7 October 2019	Interviews

## SAFEGUARDING

***We believe in the safeguarding and welfare of children and expect all staff to share this view.***

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as:

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.



The Shared Learning Trust

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THE CHALK  
HILLS ACADEMY

INFORMATION FOR APPLICANTS:

Director of English





# WELCOME TO THE SHARED LEARNING TRUST



Cathy Barr

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy or South Academy as previously known in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,500 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.

Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

*- 'We recruit people for attitude and train for skills'*

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

## We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

# WELCOME TO THE CHALK HILLS ACADEMY



Louise Lee

Dear Applicant,

It is a privilege and an honour to lead Chalk Hills Academy.

Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at Chalk Hills Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

*'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.'* - Albert Einstein

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee

# ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi-academy trust, which runs a family of five schools based in Bedfordshire:

- The Chalk Hills Academy, Luton, ages 11-18
- The Stockwood Park Academy, Luton, ages 11-18
- The Sixth Form, Luton, ages 16-19, (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, ages 4 -11
- The Vale Academy, Dunstable, ages 2 -11
- The Rushmere Park Academy, Leighton Buzzard, ages 4 - 9

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

## VISION & VALUES – ‘*Strive, Achieve, Believe*’

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

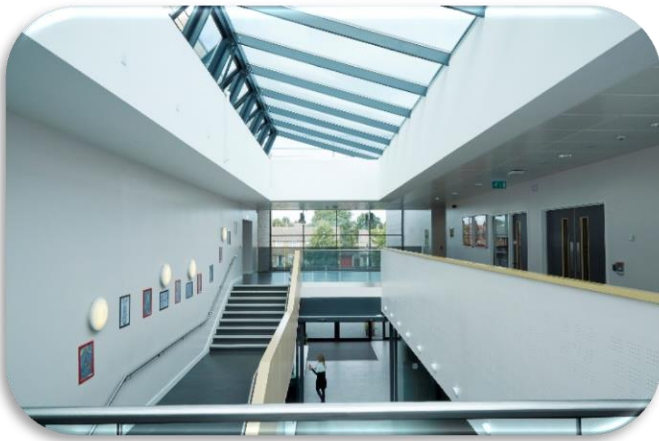
# ABOUT THE CHALK HILLS ACADEMY

Providing the very best education for all our students is the simple goal for The Chalk Hills Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





# OFSTED AT CHALK HILLS ACADEMY



## Leadership and Management:

- Together with (the) leadership team, governors and the trust (the Principal has) established high expectations for behaviour, teaching and achievement. Leaders have made sure that strategies are in place which have led to improvements in the quality of teaching, learning, assessment and the curriculum. The consequence of this improvement is that pupils of all ages are making much better progress than last year.

## Behaviour of Students:

- Leaders have high expectations for pupils' behaviour. Leaders work well with staff to ensure that the school is typically a calm, orderly and purposeful environment. Usually, pupils behave well around the school and in lessons. Leaders' work to support pupils with challenging behaviour has reaped some notable rewards.

## Achievement of Students:

- ...pupils of all ages are making much better progress than last year. For example, disadvantaged pupils have made more rapid progress so that the gap between their outcomes and those of others is negligible. The most able pupils are also making faster progress because of the quality of questioning and the activities they are presented with that stretch them to think more deeply.

## Safety of Students:

- Regular training helps ensure that staff are clear about their safeguarding duties. Leaders responsible for safeguarding make sure that suitable support is in place for pupils who might be vulnerable or at risk of harm. This includes working effectively with external agencies when needed. Secure procedures are in place for ensuring that pupils who attend alternative provision are kept safe.

## Welfare of Students:

- Leaders are working effectively to reduce the proportion of disadvantaged pupils and pupils who have special educational needs and/or disabilities who have poor attendance. Leaders keep a close eye on the attendance of these pupils and act quickly, when needed, to ensure that suitable support is in place. Consequently, fewer of these pupils now have a poor attendance record. Leaders recognise the importance of continuing this work to secure further improvements.

# CPD AND TRAINING- *We invest in you!*

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

## TEACHER TESTIMONIAL

*"Moving from Industry to Teaching was a daunting yet exciting experience; I joined Stockwood Park Academy as an instructor to see if teaching was for me, and have never looked back! The seamless transition into education was exciting, demanding, and the best decision I made. Like many teachers at the school, my role has evolved and I have been fortunate enough to work across the Trust in different positions. The Trust has provided me with multiple opportunities to grow and develop. I now work as an Assistant Principal at The Chalk Hills Academy, with a focus on The Teaching Trust, Admissions and Science. I feel extremely privileged to be working for an organisation that inspires learning, growth, confidence and creativity, and challenges students to rise to their full potential in a warm and caring environment."*

*– Mrs Jabbar, Assistant Principal*

# JOB DESCRIPTION

Job Title	Director of English
Reporting to	Directors of Learning
Department or Location	The Chalk Hills Academy
Salary:	L5 – L8 - £44,106 - £47,501 + up to £2,000 for Recruitment and Retention for an exceptional candidate

## Vision and Purpose

1. To play an active role in the development of the English curriculum providing specific expertise and guidance and lead on the delivery of mastery programmes and the KS3/4/5 curriculum.
2. Be accountable for the learning and achievement of all students studying English at The Chalk Hills Academy.
3. To liaise with subject colleagues and TLR holders at The Chalk Hills Academy to support strategic development, share good practice and plan collaborative activities.
4. To ensure that The Chalk Hills Academy is represented positively locally, regionally and nationally within any educational context.

## Accountable for

1. The vision for the subject team and the high aspirations for the achievement of every student in our Academy
2. The Departmental Improvement Plan, based upon the academy-wide quality assurance procedures and collated in the Academy Improvement Plan.
3. Motivation to subject staff (teaching and support) and the creation of a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
4. Adherence to the Academy's rigorous procedures for recording, monitoring analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
  - Track student overall attainment and achievement to Academy time-scales;
  - Evaluate the quality and appropriateness of students' overall negotiated individual learning plans;
  - Identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies); and
  - Linking this data to performance management through whole-class value-added analyses.
5. Action based upon the rigorous analysis of external examination data from Key Stages 2 and 3, GCSE, and GCE.
6. Well-informed advice based on their knowledge of national developments to their senior leadership link, Principal and the Board of Governors regarding curriculum innovation, the learning environment and resources for learning and Health and Safety matters, including risk assessments.
7. High quality mentoring and coaching to the subject team regarding learning and teaching and curriculum planning and delivery, particularly those new to teaching.
8. For good discipline and orderly conduct within the subject area through partnership working with Learning Team Leaders and all members of the Learning Support Team.
9. Good curriculum links to primary schools, work based providers in the local community, and higher education colleges to ensure that the work of the subject curriculum develops within the broader context of lifelong learning.
10. High quality subject teaching schemes are based on personalised learning principles and are in place for the start of each academic year having been revised to reflect new developments/requirements of examining boards and new developments in both curriculum and KS2/3 transition plans.
11. Effective liaison with colleague Directors and Curriculum Leaders to ensure coherence and continuity across all subjects and Key Stages in line with the academy's priorities.
12. Ensure that work is always set for classes when a member of the subject team is absent.
13. Sound financial management within the departmental budgets that have been set, which includes provision for photocopying and resource-management.
14. Collaboration with their Senior Leadership Team link regarding:

- The arrangements for the performance management and professional development of all members of their subject team; and
  - The Academy's arrangements for quality assurance and internal verification of all key stages and examinable year groups; and
  - Their teaching and personal tutoring.
- 16 Undertaking any other professional duties which are reasonably delegated to her/him by the Principal or Chair of the Governing Body and or CEO/Trustees.

*This statement is an addition to, and an amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.*

## PERSON SPECIFICATION

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### QUALIFICATIONS

- Qualified Teacher Status
- A good honors degree or equivalent
- Successful middle leadership experience
- Evidence of further subject based professional development
- Minimum of 2 years teaching experience

### TEACHING

- An outstanding classroom practitioner
- Has strategies for raising standards in Secondary Education
- Proven track record of above average progress regarding examination classes
- The Ability to engage enthuse and motivate students
- Experience of the use of ICT to enhance the teaching and learning process

### ASSESSMENT

- Can use monitoring strategies to inform intervention and lead to positive learning outcomes.
- Evidence of improved student outcomes

### PLANNING

- The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students
- The ability to set consistently high expectations for all students through class work and homework
- Monitoring the quality assurance procedures to ensure that learning and teaching are at least good across the department, and if not, ensure active mentorships and plans are in place to address underperformance
- Have a good sense of humour
- Has successfully lead a team
- Has resilience and the ability to problem solve
- Shows awareness of whole school issues
- Has the ability to translate vision into practice
- Has the ability to lead the development of new ways of thinking about learning and teaching
- Evidence of extended curriculum opportunities within English
- Has experience of managing budgets