

Lead Teacher of Progress

Candidate Pack





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As the new Principal of Lea Valley Academy, I would like to extend a very warm welcome to you.

This is a fantastic time to join Lea Valley Academy. We are on a transformational journey and are clear on our key priorities in order to provide an inspirational education where every young person is ready for life in our global community. Our pupils have an appetite for success and our staff are committed to unleashing their potential. Parents are supportive and loyal to the academy. The strong alignment amongst stakeholders makes this academy a great place to work and take your career on to the next level.

Lea Valley Academy is a large, vibrant and caring learning community. We are committed to ensuring pupils are stretched intellectually and foster a love of learning, whilst feeling valued, happy and safe. We know that academic achievement of the highest order is within our reach. In addition to facilitating academic success, life at Lea Valley provides the platform to allow us to commit to the growth and development of our students culturally, spiritually, morally and socially; whilst enhancing their sporting talents and furthering their artistic gifts.

We face an incredibly important challenge ahead at Lea Valley Academy, namely to identify and appoint four Lead Teachers of Progress who shall be integral in our pursuit of excellence and ensuring rapid progress towards achieving it. Our Lead Teachers of Progress shall receive the best support that we can offer in this next stage of their professional life.

The job description and person specification for the Lead Teachers of Progress can be found in this pack.

We are looking to appoint individuals who have the potential, drive and desire to be an outstanding leader of education.

I would welcome an opportunity to meet with you before interview to enable you to meet our students, share in some of their learning and gain an understanding of our ethos and aims. Tours are strongly encouraged to see the academy in action. To further your insight into our academy, please take a tour of our website at **www.leavalley.org.uk**.

I look forward to receiving your application.



Yours faithfully



**Umbar Sharif**

**Principal**

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Lead Teacher of Progress

Lea Valley is an 11-19 academy with 1200 students on roll. A new Principal commenced in role in September 2018 and the academy is on a transformational journey; this is an exciting time to join our team and to be part of building a beacon of educational excellence.

We are looking to appoint inspirational Lead Teachers of Progress for years 7, 8, 9 and 10 who share our belief in the highest standards of academic attainment in a comprehensive setting and who have the drive and experience to help lead the academy rapidly on its journey to outstanding. As Lead Teacher of Progress, they will be responsible for leading on a range of strategic responsibilities including monitoring of standards, tracking and analysis of results/data, behaviour management and achievement.

The successful candidate will:

* Be an outstanding teacher and leader
* Lead and manage staff with credibility and due diligence
* Be committed to the academy’s ethos of high expectations and high aspirations
* Possess the skills and determination to make a significant difference to the lives of the community we serve
* Have the ability to develop the leadership skills of others
* Have strong interpersonal, written and oral communication skills

They will have the opportunity to:

* Play a significant role in the development of Lea Valley Academy
* Be centrally involved in the leadership and management of the academy and will help establish a school culture that is both nurturing and ambitious
* Join the Cedars Learning Trust and receive comprehensive CPD through the school and associated networks

If you are seeking a challenging and highly rewarding position where you enrich the lives of the students who attend Lea Valley Academy, then we want to hear from you.

For a candidate information pack and a confidential/informal discussion, please contact Mrs J Williams on 01992 704625 or pa@leavalleyacademy.org.uk. Visits to Lea Valley Academy are strongly encouraged and can be booked through Mrs J Williams. Please include a supporting statement with your application of no more than 2 pages of A4, outlining how your knowledge, skills and experiences to date have prepared you effectively for the role of Assistant Principal at Lea Valley Academy.

|  |  |  |
| --- | --- | --- |
| Location | : | Enfield, North London |
| Reporting to | : | Principal (Day to day management overseen by Assistant Principal) |
| Tour | : | Friday 15th February at 1.30pm (please book) |
| Start Date | : | Easter 2019 |
| Deadline | : | Thursday 21st February 2019 (9.00am) |
| Interview Date | : | Thursday 28th February 2019 |
| Salary | : | L5-L8 |

The Academy is committed to safeguarding and promoting the welfare of children and young people/ vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check.

3. About Cedars Learning Trust

Dear prospective candidate

We are a fledgling and ambitious Trust with a new and fresh approach.

We have exciting plans for the future and are clear in our goal to create a network of like-minded professionals and partners who are committed to developing and enhancing the life chances of young people.  We believe in integrity, autonomy and enabling future partners to retain their unique identity; all equally making a contribution to the Trust going forward. The Trust has been founded on the experience and growth of Lea Valley Academy.

Our Trust has many strengths built on the firm foundation of the talents, skills and abilities of our people. We have a strong and shared moral purpose that underpins our work; a clear operating model for partnership that focuses on school improvement, data analysis, inclusion and safeguarding of young people; and a rich CPD programme focusing on the development and growth of all our staff, particularly middle and senior leaders.

At Cedars Learning Trust, our purpose is to transform the life opportunities of our young people; creating aspirational learning environments that will provide inspiring futures for all. Our culture is based on a belief that resilience, courage and determination lead to success. Our mission is to build creative collaborative partnerships that enable our young people and staff to flourish.

I invite you to be part of our future success.



**Janet Cullen**

**Chief Executive Officer**



For more information on

Cedars Learning Trust visit their website: www.cedarslearningtrust.org.uk

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Lea Valley Academyis located in North London on the boarder of Hertfordshire by Junction 25 of the M25.

The Academy’s location in north London is ideal for young professionals keen to explore what London has to offer, and families looking to get on the property ladder in a more affordable part of London. It borders the London Boroughs of Barnet, Haringey and Waltham Forest, the districts of Hertsmere, Welwyn Hatfield and Broxbourne in Hertfordshire, and Epping Forest in Essex.

Enfield is rich in green spaces, heritage and culture. With over 900 hectares of green space, Enfield offers an oasis away from the bustle of London. Ancient woodlands provide the perfect setting.

Enfield is a hub of cultural and sporting activity with a wide range of independent organisations and individuals arranging events across the borough for the enjoyment of the people living and working here.

In Enfield's parks, you can book sport facilities, enjoy outdoor gyms and explore ancient woodlands. You can also keep fit in the borough through our[leisure centres and sports clubs](https://www.activeenfield.co.uk/). Residents and visitors can [visit historic locations](https://www.dugdalecentre.co.uk/page/historic-places-to-visit-in-enfield/) and walk in the footsteps of Tudor royalty, stand where Guy Fawkes hatched the gunpowder plot, or immerse themselves in myth with a visit to the ‘site’ of Camelot Castle.

The Academy is situated close to two overground stations; Waltham Cross and Turkey Street, which have good links across the city and neighbouring counties. The Academy also has a large gated on-site car park with additional spaces to secure your bicycles.

More information about Enfield, their amenities, leisure facilities and housing can be found at:

[www.enfield.gov.uk](file:///\\lvhs-staff\application%20data$\Jwilliams\Application%20Data\Microsoft\Word\www.enfield.gov.uk)

[www.zoopla.co.uk](https://www.zoopla.co.uk/to-rent/property/enfield-london-borough/)





Lead Teacher of Progress

**Reports to:** **Principal (Day to day management overseen by Assistant Principal)**

**Start date:** **Easter 2019**

**Salary:** **L5 - L8**

**The Role**

To support, hold accountable and develop a team of tutors focusing on high standards of social, personal and academic development of students so that:

* regardless of starting point, all groups of learners in the year make rapid and sustained progress
* all students are known well, tracked and supported to achieve their very best over the five years at the Academy

To be a role-model and impact positively on the academy more widely.

**Key responsibilities**

* Manage form teachers in their form teacher responsibilities (including attendance tracking, pastoral management, parent communication, registration culture, form/team culture)
* Implement pastoral provisions and behaviour management strategies for specific students
* Demonstrate high expectations of behaviour, holding students to account for their actions at all times
* Plan character education in the year group
* Maintain excellent relationships with parents
* Be held accountable for the progress of all students in all subjects in their year group
* Manage other appropriate staff as directed by their line manager
* Contribute to the overall academy wide leadership though specific leadership duties
* Develop staff through feedback and support
* Develop and maintain effective transition partnerships in the locality
* Lead the transition programme at Lea Valley Academy

**Leadership of Culture**

* Address misbehaviour by students in their year group, with appropriate consequences and parent meetings
* Ensuring there is a consistent approach to managing student behaviour within the year group which aligns with the academy behaviour policy
* Keeping meticulous records of all serious behaviour incidents
* Apply the behaviour policy of the school consistently and fairly
* Drive excellent culture and organisation to ensure the effective running of the school day for their year group, including all communal times (e.g. lunch)
* Plan and deliver year group assemblies
* Help keep systems (homework, attendance, behaviour) organised, up-to-date and user friendly for all year and academy wide staff, ensuring consistency
* Model precise and consistent use of systems and routines to all teachers in their year group
* Ensure that lunch and breaks are calm and positive parts of the school day which are enjoyed by staff and students alike
* Lead (or where agreed with line manager, support) whole year group activities and trips, including leading the end of year trip
* Effectively manage transitions at the start and end of the academic year
* Act as a positive role model to staff and students
* Through observation and feedback, mentor year group teachers to ensure excellent positive culture in all lessons
* Analyse behaviour and attendance data to identify trends and act to address any issues

**Pastoral care**

* Maintain constant overview of pastoral and academic concerns and communicate these as appropriate to ensure effective provisions are made
* Work in collaboration with classroom teachers and SENCO to ensure students receive high quality interventions
* Maintain positive relationships with all students in the year group
* Be proactive in supporting social and emotional care of students
* Attend and present year group information at key meetings/events
* Child Protection including off site CP meetings and undertaking CP training

**Parental relationships**

* Maintain frequent communication with parents about students’ attainment, behaviour and development
* Ensure high attendance of parents to academy events including parent meetings, concerts and plays
* Facilitate positive relationships between staff and parents

**Student Attainment**

* Analyse progress and attainment data with subject teachers to ensure all students’ academic needs are met
* To use assessment data such as reading test data, KS2 prior attainment information and KS3 in year progress data, to inform an analysis of individual student progress and collective progress across each tutor group and the year group as a whole.
* To have an overview of the range of barriers to learning that impact on student progress, with reference to behaviour for learning, in and out of the classroom
* To use all of the above to identify underachievement with a view to establishing and coordinating half-termly improvement strategies in conjunction with teachers and LTCs
* To monitor the effectiveness of these interventions and report to SLT half-termly on the progress being made by students in the year group
* To liaise with key staff, including the SENCO, regarding all groups of students’ achievement in the year group
* To report to the line manager on the progress of the year group and individuals, with particular reference to the proportion of students making 3 and 4 levels of progress
* To monitor the regular setting and quality of homework to liaise with Heads of subject to ensure Academy policy is being followed.

**Character education**

* Capitalise on opportunities to build students’ character, including links with outside organisations
* Plan the structure of tutor time and support form teachers in its delivery

**Teaching and Learning**

* Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life.
* Meet the needs of all learners by consistently panning and teaching carefully differentiated lessons
* Set and mark appropriate homework
* Use regular, measurable and significant assessments of their teaching
* Complete all reporting on time
* Closely monitor progress and attainment of students and use it to inform teaching
* Provide content for and where necessary deliver high quality student interventions with direction from SENCo and LTC
* Ensure that all students achieve Academy targets
* Maintain regular and productive communication with parents about their child’s progress, behaviour and development, including attending after school parent meetings as required
* Organise and participate in exciting and motivating trips and events

**Academy Culture**

* To help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships by maintaining a presence around the Academy
* To help develop an Academy culture and ethos that is utterly committed to achievement
* To demonstrate a commitment to equality of opportunity for all members of the Academy’s community
* To actively promote the Academy at all times
* To contribute to discussions at meetings
* To contribute to the writing and implementation of the Academy Improvement Plan
* To be active in issues of student welfare and support.

**Other**

* To undertake other various responsibilities as directed by the line manager or Principal
* To undertake the main professional duties of a teacher as set out in the Cedars Learning Trust pay and conditions of service document
* To uphold all Academy polices with consistency and diligence.



Lead Teacher of Progress

| **Qualifications criteria** | **Essential/Desirable** | **Assessed through** |
| --- | --- | --- |
| Qualified to degree level and above | E | Application form/certificates |
| Qualified to teach and work in the UK | E | Application form/certificates |
| Driving Licence | E | Application form |
| Relevant pastoral training | D | Application form/certificates |
| Child Protection training | E | Certificates |
| **Knowledge** |  |  |
| Knowledge of child protection procedures | E | Application/interview |
| Understanding of outstanding teaching and learning strategies | E | Application/interview |
| Understanding of how to raise attainment | E | Application/interview |
| Ability to maintain excellent standards of work and conduct in the classroom | E | Application/interview |
| **Experience** |  |  |
| Experience of working in a school’s pastoral system including acting as a tutor | E | Application/interview |
| Experience of mentoring, counselling or coaching | E | Application/interview |
| Experience of raising attainment | E | Application/interview |
| Experience of presenting to audience of students and parents | E | Application/interview |
| Experience of using data to track and improve progress | E | Application/interview |
| Experience of contributing to extra-curricular activities | D | Application/interview |
| **Behaviours** |  |  |
| Evidence of successful leadership of others | E | Interview |
| High expectations and the ability to enthuse and inspire others | E | Interview |
| A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision | E | Application/interview |
| A proactive team leader who recognises their responsibility to themselves and to their colleagues | E | Application/interview |
| Commitment to the safeguarding and welfare of all students and providing equality of opportunity | E | Application/interview |
| Acts as a role model to staff and students | E | Interview |
| Excellent communication, planning and organisational skills including the ability to resolve conflict | E | Application/Interview |
| Demonstrates resilience, motivation and commitment to driving up standards of achievement | E | Application/Interview |
| A team player who can work effectively as part of a team and alone | E | Application/Interview |
| A willingness to use ICT to enhance learning opportunities and to interrogate student data | E | Application/Interview |