

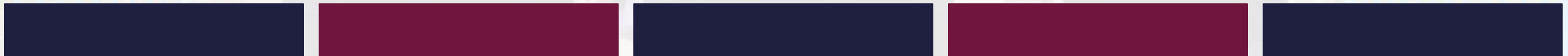
LONGSANDS ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Teacher of English

CANDIDATE PACK



Open Letter from our Principal

Dear Candidate,

I am delighted that you are interested in applying for a role at Longsands Academy, part of the Astrea Academy Trust since 1st September 2018.

Longsands Academy is a successful, fully-inclusive secondary school at the heart of its community. We pride ourselves on providing an engaging and supportive environment in which our students feel empowered to reach and embrace their full potential with confidence. Our staff are committed to nurturing the abilities of every child with a curriculum which promotes academic excellence and is delivered by subject specialists. The opportunities we provide allow all students to showcase their talents, whether through the traditional school day or as a result of the wealth of extra-curricular activities on offer. Our students are encouraged to take responsibility for their learning both in and out of lessons. We are extremely proud of the achievements of our students that are a result of the high expectations, students' hard work and commitment and the supportive relationships that exist between staff, students and their parents/carers.

The pursuit of academic excellence is at the heart of the Academy. Through high expectations of behaviour, a commitment to great standards of teaching delivering a knowledge-rich curriculum, and positive working relationships with all members of the academy community, all students, regardless of their background or personal circumstances, are encouraged to achieve their academic aspirations. We believe that schools must teach powerful knowledge that takes students beyond their everyday experiences. We believe in a traditional, subject-based approach to teaching in order to create a scholarly culture that is disciplined and joyful. We want to ensure that we open doors for every students' future and develop in them a life-long love of learning.

We are committed to developing our staff to be the very best that they can be by striving to ensure that all of our colleagues can access high-quality Continuing Professional Development (CPD). Our CPD programme is both department-based and in collaboration with academies within the Astrea family and external partners. Wide-ranging opportunities for professional development are available for staff at all stages of their career, including ECTs, experienced classroom teachers, middle and senior leaders and support staff.

Please visit our website for further details on our vibrant and diverse [school](#).

I look forward to receiving your application.

Dr Catherine Cusick

Principal, Longsands Academy



Job Description

JOB TITLE:

Teacher of English

REPORTING TO:

Head of English

SALARY RANGE:

MPS/UPS
£31,957 - £50,062
& TLR 2D £5,659

CONTRACT TYPE:

Permanent

WORKING PATTERN:

Full time

Purpose

- As a Main Pay Range Teacher you are required to be competent in all elements of the Teacher Standards, to discharge the Teachers Responsibilities as set out in the Contractual Framework for Teachers of the School Teachers Pay and Conditions Document and to act in accordance with the School's ethos, policies and practices, under the direction of the Principal.
- The post holder is to make a special contribution to sustaining Longsands Academy as a safe and supportive environment founded on high expectations, mutual respect and enjoyment of learning.
- Teachers promote the intellectual, social, moral, spiritual, cultural and, as appropriate, physical development of the students. They seek to focus all students on learning and provide support to their classes and form groups.
- They also represents the ethos, values and approach of the Academy to pupils, parents and staff.
- If you are the type of person who fits with our culture and is aligned to our values and mission, you will love working at Longsands Academy.

Main Duties and Responsibilities

- Teach a planned timetable of up to 45 periods per two-week timetable including supporting the delivery of the Personal Development and PSHE curriculum (*ECT additional PPA time would be factored in to a timetable should the successful applicant be in ECT year 1 or year 2*).
- Plan and teach engaging and challenging lessons that pave the way for success in school and in life together with setting and marking appropriate homework
- Meet the needs of all learners by consistently planning and teaching differentiated lessons.
- Use regular, measurable and significant assessments of teaching
- Closely monitor progress and attainment of all pupils in your year group and use it to inform teachers
- Provide content to deliver high quality pupil SENDCO interventions
- Maintain regular and productive communication with parents about their child's progress, behaviour and development
- Organise and participate in exciting and motivating trips and events
- Provide feedback to faculty colleagues that is supportive and that leads to sustained development
- Lead and manage a quality assurance process for faculty colleagues and model best practice across all year groups
- Act as a role model in terms of professionalism and positivity in the staff body.

Person Specification

Experience

- Experience of teaching English
- Experience of working in more than one school / Academy
- Experience of monitoring and tracking pupil progress over time
- Evidence of a commitment to self-improvement as a professional
- Experience of working in a multicultural, diverse school
- Experience of supporting vulnerable young people using a multi-agency approach
- Experience of taking part in extra-curricular activities.

Education and Qualification

- Qualified Teacher Status
- Good Honours Degree
- Further academic qualifications or management training for example National College
- Evidence of outstanding teaching
- Personal success in delivering strong academic outcomes across Key Stages 3 and 4.

Skills and Knowledge

- Knowledge and understanding of what constitutes high quality educational provision, the characteristics of an effective Academy and strategies for raising scholars' achievement
- An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions
- The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome
- A thorough understanding of current educational issues
- The ability to manage change effectively
- High level personal IT skills and the ability to use these effectively in a range of situations
- Ability to work under pressure and to deadlines
- High expectation of self and others
- Excellent punctuality
- An understanding and commitment to the protection and safeguarding of children and young people
- Excellent organisational skills – especially when logistically planning multiple events involving other institutions
- Ability to establish and maintain good relationships with others
- Energy, imagination, loyalty and personal commitment
- Ability to inspire the trust, confidence and respect of pupils, staff and the community

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy.

About Astrea Academy Trust

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT