



Astrea Academy Trust

INSPIRING BEYOND MEASURE



Astrea Academy Woodfields

INSPIRING BEYOND MEASURE

Teacher of English

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Job Description

JOB TITLE:
Teacher of English

REPORTING TO:
Principal and Curriculum Leader English

SALARY RANGE:
£30,291 to £47,552 per annum
MPS / UPS

CONTRACT TYPE:
Permanent

WORKING PATTERN:
In line with Teachers Pay & Conditions

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Role Description

Purpose

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high-quality teaching and learning for which the teacher is accountable.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers.

Main Duties and Responsibilities

The successful candidate will have high expectations of students and build successful relationships centred on teaching and learning and establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident. They will teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range. They will also teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear. In addition they will employ interactive teaching methods and collaborative group work to promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.

They will set challenging teaching and learning objectives which are relevant to all students in their classes. They will use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning. They will also select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.

They will contribute to teaching teams, meetings and events and will plan for the deployment of any support staff who are contributing to students' learning. They will also plan opportunities for students to learn in out of school contexts and will produce long and short term planning in accordance with school policy and procedures and within required deadlines.

They will implement and review the subject development plan in conjunction with line manager. They will develop and audit schemes of work and other documentation related to D and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.

They will also develop strategies for the use of English to promote new teaching methods and improve learning throughout the school whilst monitoring their effectiveness in raising standards of teaching and learning. They will lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice and make recommendations for English resources in order to maintain and develop curriculum provision.

The successful candidate will make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives. They will also use monitoring and assessment information to improve planning and teaching, assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn, involve students in reflecting on, evaluating and improving their own performance and progress and assess students' progress accurately against appropriate standards.

It is also important that they can identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties. They will identify the levels of attainment for students' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support and then record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning whilst also reporting on students' attainment to parents, carers, other professionals and students as appropriate.

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Person Specification

Experience

The successful candidate will have good organisational, communication and teaching skills with a range of strategies and Knowledge of National Curriculum, Knowledge of GCSE syllabuses and the ability to integrate ICT effectively.

The successful candidate will also have an understanding of Special Educational Needs with understanding of the need for a differentiated curriculum.

Education and Qualification

Qualified teacher status in English and good relevant degree

Skills and Knowledge

The successful candidate will demonstrate a high expectation of all pupils with high professional standards and the ability to work as part of a team with a commitment to self-development and training

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 each vacancy

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About Astrea

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](#)

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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.



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.

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.

