



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

WHY WORK FOR THE STOCKWOOD PARK ACADEMY?

ABOUT US

- £30 million state of the art building will well-equipped classrooms
- 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 development needs
- Excellent opportunities to develop and grow in a successful and expanding academy
- Freshly brewed coffee for staff on arrival to the academy every morning in your own 12oz Bamboo reusable cup
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- 15% of annual membership for Active Luton Gym
- All teaching staff receive a laptop to use whilst in employment

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 Department of Education (DfE) 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.

WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on:

<https://www.thesharedlearningtrust.org.uk/vacancies3/60982.html>

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or j.powell@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 to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic 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.



HERE'S WHAT OUR STUDENTS HAVE TO SAY

"Stockwood can be very eventful in a good way. I have lots of fun times with both staff and students"

"I like The Stockwood Park Academy because I learn challenging topics and the teachers are supportive."

OUR LEADERSHIP

Dear Applicant,

Welcome to The Stockwood Park Academy – an outstanding learning community where we believe all students can achieve their very best and strive for excellence in everything they do.

One of our primary drivers as an Academy here is that we try to add value in all that we do – we are here to help improve the life chances of our learners, to ensure they realise our “Strive, Achieve, Believe!” motto.

The academy is part of The Shared Learning Trust - a family of schools, sharing our practice and beliefs to produce young people who achieve more than they ever thought possible.

I joined as Head of School in January 2020, and take great pride in the strides that we – staff, students and parents – have made. The Academy is served by a team of dedicated staff who work to ensure every child’s needs are met. There is an equal focus on the development of the whole child, alongside ensuring that they fulfil their academic potential. We believe that every member of the Academy should ‘Strive, Achieve, Believe!’

We are proud of the work we do to serve our community and achieved gold in the RACE Charter Mark (February 2023). TSPA is an environment that encourages excellent attendance, punctuality and attitudes to learning and behaviour.

Traditional values and manners matter to us! It is highly important to me that every student gains a taste of academic and personal success throughout their time at The Stockwood Park Academy no matter their starting point.

I believe that education opens the door to endless possibilities – this was a message given to me by mother, and something I have tried to instil in my son – and I want all the students at the academy to have same opportunity to aspire to the highest level of academic achievement possible.

Together we will make this happen.

Mumin Humayun
Principal

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 motivated
- Love the processes of learning and teaching 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 first your contact with trust and first impressions are very important. I hope what you have read, coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes, Cathy





ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park 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.

Recent additions include Phoenix (our inclusion support unit), a gym and a reflection room for staff and students.

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.

TEACHER TESTIMONIAL

MICHELLE LEA-WATTS, DIRECTOR OF ENGLISH

Since joining The Stockwood Park Academy in September, and even prior to my arrival, I have been absolutely staggered by how friendly this school is. While I could describe how colleagues have been exceptionally supportive, I think it's most important to note just how lovely our students are because it is so refreshing to join a school and feel welcomed by the young people. This has a lot to do with the trusting nature of our students, but also the warm approach to behaviour management advocated and encouraged by the leadership.

As an English teacher it has also been amazing to see a school which has not only said it will raise the profile of reading, but is acting upon its word. All students regularly receive books as gifts and the emphasis on reading for pleasure is very strong. The renovations to the academy library and investment in specific reading programmes have made it clear that reading is valued here and is a priority. I have found the leadership team to be highly involved at all levels with a great presence throughout the academy – from break duty to teaching; there's a strong sense that we are all working together which is not always the case in other schools.

VISION & VALUES



'STRIVE, ACHIEVE, BELIEVE'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

STRIVE

We will:

- Provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be
- Continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- Have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets
- Focus on the development of all our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression

ACHIEVE

We will:

- Aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative
- Shared strong trust approaches to our key issues, e.g. teaching, assessment, attendance and curriculum development
- Offer an interesting yet challenging curriculum in each of our academies
- By our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all
- Continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence
- Place emphasis on collaboration with partners outside of our trust to maximise opportunities for all in our trust

BELIEVE

We will:

- Enable all of our learners to develop and flourish, through close working and regular communication with our families and local community
- Care for our families beyond the school day, supporting the development of high self-esteem and belief
- Ensure that every child in our trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom
- Promote can-do attitudes and resilience across the trust that develop belief and high expectation

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers



Free, onsite car parking at all academies



Staff recognition with reward shopping vouchers



Support for all staff with an experienced licensed counsellor



Enhanced pension employer's contribution & death in service payment



Reduced gym membership & free onsite gym*



Free tea & coffee plus a reusable Bamboo coffee cup for new starters



Cycle to work scheme



Online delivery drop off service, including Amazon deliveries



Support with relocation, including a range of information and contacts



Refer a friend £500 bonus scheme

CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at The Shared Learning Trust.

Therefore we have partnered with the Teacher Development Trust, offering our colleagues to further their professional development by studying for specialist NPQs which are all completely funded.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

When it's your birthday, you can also choose from a wide range of birthday boxes, complimentary of us!



Perkbox also provides access to 24/7 access to GP appointments, confidential support and guidance through our Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a **wellbeing portal**, full of resources and videos.

At The Stockwood Park Academy, we believe that daily high-quality teaching, grounded in high expectations and disruption free classroom environments are the key to success for our students. We believe in an evidence-based approach to teaching and use the evidence research to support our development.

TEACHING AND LEARNING AT TSPA

At TSPA all lessons, centre around our 5 Principles of Effective Teaching (Retrieval practice, presenting new materials, guided practice, shed loads of practice and the best possible ending to your lesson). We recognise the importance of a high quality, challenging curriculum which must underpin what happens in the classroom and the value of feedback at all stages of teaching and learning. We are proud to make use of key strategies found in 'Teach Like a Champion' and 'Walkthrus' as they provide practical methods to implement Rosenshine's Principles of Instruction. We do not encourage unnecessarily elaborate approaches to lesson planning and delivery. We trust that our teachers are experts in their subject areas and allow them to design and deliver lessons to a high standard.

CLASSROOM ROUTINES

All of our classrooms have visualisers and classroom countdown timers. We expect lessons to be purposeful with opportunities for guided and independent practice. Our teachers regularly show what excellence looks like with the expectation that students are given the opportunity to produce work of a similar high standard.

FEEDBACK

Our feedback policy utilises Live Marking to support teachers in recognising common strengths and areas of the curriculum where students require extra support or reteaching. We assess our students regularly but are considerate of the impact this has on our teacher's workload. We recognise the value of feedback for our teachers too. Teachers work closely with our internal teaching coaches where feedback and professional dialogue is central to the ongoing development of each of our colleagues. Faculty areas also have regular opportunities to work collaboratively as part of our generous directed time policy.



SEE MORE AT

WWW.THESHAREDLEARNINGTRUST.ORG.UK



Teacher of English

The Stockwood Park Academy are currently looking to recruit a Teacher of English, who wants to make a real difference in supporting students and furthering the success of the department. We are on a really exciting journey of growth and development. We have a lively debating team and the student voice is led by a member of English across the school. We run Accelerated Reader and are continuing to offer a comprehensive extra-curricular timetable.

Our English team are passionate about delivering the AQA English curriculum in an engaging, lively and inspiring way and we are, therefore, looking for someone creative who thinks outside of the box and believes in change.

At our academy, we 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. The Stockwood Park Academy has state of the art facilities, fit for all your teaching needs. Our facilities include sporting and performance equipment which the whole school body are able to enjoy. If you want to grow and develop in a fast paced, dynamic and successful Academy, come and join us at The Stockwood Park Academy!

Key Duties

- To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils
- To ensure continuity, progression and cohesiveness in all teaching.
- To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.

The successful candidate will have

- A love of English language and literature and is able to teach both KS3 and KS4.
- Resilient hardworking, experience of a diverse, fast-paced multi-cultural school with good behaviour management
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- Ability to monitor and evaluate teaching and learning.
- Ability to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.
- Excellent communication and team-working skills
- Passion, creativity and energy towards your subject area and educating young people.
- Aligned to school vision and values
- Aligned to the schools approach to T&L; use of the TSPA Playbook.
- Suitable for ECT or experienced teacher
- The Ideal candidate needs to be hardworking and a team player.



Job specifics

Start date: September 2024

Salary: MPS/UPS £30,000 - £46,525 (dependent on experience)

Contract: Full time, permanent, Teachers T&C's

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Job Description: Class Teacher (Secondary)

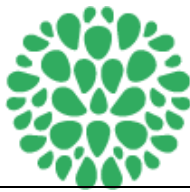
PURPOSE OF POST:

The appointed candidate will be qualified and experienced in Secondary teaching. We are looking for candidates with a passion and proven success of working with children.

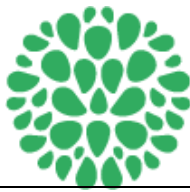
Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

The School Teacher's Pay and Conditions Document gives details of the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks MPS1-6	Task Evidence
Teaching Responsibility	<ul style="list-style-type: none">Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositionsConsistently demonstrate the positive attitudes, values and behaviours which are expected of pupilsPlan and prepare lessons to meet the needs of all pupils.Use teaching time and resources effectively to promote learning objectives.Use appropriate classroom organisation for curriculum objectives.Set/mark appropriate, differentiated/challenging work and monitor completion.Record and report on the progress and attainment of pupils.Provide appropriate homework.	Planning file. Lesson observations. Work sampling. Tracking date and pupil report
Pastoral Care and Supervision	<ul style="list-style-type: none">Establish a safe and stimulating environment for pupils, rooted in mutual respectHave high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairlyMaintain an ordered and disciplined working atmosphere in lessons.Provide guidance to pupils on social and behavioural	Lesson observations. Planning file and behaviour logs



	<p>issues.</p> <ul style="list-style-type: none"> Supervise pupils in lessons, breaks, moving around the school and off-site. 	
Communication and Liaison	<ul style="list-style-type: none"> Inform parents of half-termly curriculum plans. Attend parent evenings to discuss curriculum issues and pupil progress. Liaise with parents and outside agencies to support pupils. Provide relevant information to other schools. Provide information for Governors and educational agencies. Attend staff meetings and work collaboratively with colleagues. Work in partnership with support staff and provide clear guidance for class helpers which promotes learning objectives. 	<p>Parent meetings. Communication to parents.</p> <p>Liaison meetings/transfer forms. Committee/staff meeting minutes. Communication books.</p>
Performance Management and Training	<ul style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these Guide pupils to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching Make a positive contribution to the wider life and ethos of the school Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support Communicate effectively with parents with regard to pupils' achievements and well-being Encourage pupils to take a responsible and conscientious attitude to their own work and study Attend agreed professional development courses/school INSET to update skills. Participate in school performance management. Proactive role in keeping PM file containing suitable evidence for teaching standards and targets set. 	<p>INSET/Training record.</p>
Curriculum and Management Duties	<ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and 	<p>Policy, scheme of work.</p> <p>Subject leader monitoring sheets.</p> <p>Subject portfolio</p>



	<p>policies.</p> <ul style="list-style-type: none">• Set up resource areas and manage a curriculum budget.• Monitor planning for the provision of PP, SEND, More able and EAL.• Ensure that subject leader monitoring and development folder are kept up to date.• Monitoring quality and standards of implementation.• Contributing to school planning and self-evaluation.• Providing professional support to other teachers and support staff.• Lead appropriate professional development sessions.	
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UPS 1 & 2

Teachers in the Upper Pay Scale are expected to make a substantial and sustained contribution to building team commitment in line with the statutory requirement to meet threshold standards.

Teachers are expected to contribute significantly to implementing work based policies and practice.

- Teachers are expected to deliver consistently good and outstanding teaching.
- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them.
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues.

UPS3

As above and:

UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team with a substantial and sustained approach. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

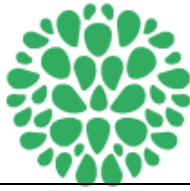
This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Head of school to undertake any other duties commensurate with this role.



Person Specification

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
<p>Professional:</p> <ul style="list-style-type: none"> • Qualified Teacher Status • An enhanced DBS certificate 	<ul style="list-style-type: none"> • Additional professional qualifications
<p>Experience:</p> <ul style="list-style-type: none"> • Experience of teaching within Secondary education 	
<p>Skills, Knowledge & Aptitude:</p> <ul style="list-style-type: none"> • Ability to create a stimulating learning environment • An understanding of the role of assessment in teaching and learning • An ability to communicate effectively with parents and other members of staff both orally and written • Willingness to involve parents in their child's learning • A caring and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities • Ability to manage appropriately children's behaviour. • Ability to teach in a fully inclusive environment • An ability to plan coherently and seek further opportunities to enhance the curriculum • A sound Knowledge of National Curriculum at Key Stage 3, 4 and 5 • Positive role model with strong leadership skills. • Self-motivated, creative and confident • Willingness to learn, share experiences and influence the work of others • Ability to work effectively and flexibly both independently and as part of a team and meet deadlines • Ability to lead, advise and manage other staff within the classroom environment • Confidence and appropriate training • Computer literate • Experience of leading an area of the curriculum • Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development 	<ul style="list-style-type: none"> • A good understanding of school self-evaluation • Ability to demonstrate a clearly identified personal educational philosophy • A clear vision of their immediate professional development needs • A sound understanding of different learning styles • Experience of leading the development of a school policy • A good understanding of work-life balance and how to achieve this



<p>Personal:</p> <ul style="list-style-type: none">• Well organised and efficient• Ability to work on own initiative• Ability to work as part of a team within a busy environment – good team player• Excellent verbal and written skills• Enthusiastic with a positive approach to new ideas and developments• Flexible to meet the changing needs of the school• Energy, drive and enthusiasm to support change in the future development of the school• Self-motivated• Demonstrate commitment• Approachable and compassionate• Aspirations for the future	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.