

PRIDE POD Alternative Provision Teacher

Main Scale / Upper Pay Scale

Weavers Academy

Striving for success, focusing on learning'.

You can find out more at:
www.creativeeducationtrust.org.uk

Dear Colleague,



Whether you are just browsing or actively looking, I am pleased that you have shown an interest in Weavers Academy.

I understand what a difficult decision moving schools can be so whether you have made up your mind or you are just seeing what is out there, we are happy to talk or meet with you to ensure you make the right choice. We value transparency. This is more to us than a business transaction!

I am excited to be recruiting for the post of PRIDE POD Alternative Provision Teacher to join us at our forward thinking and positive school, Weavers Academy, Wellingborough.

Having achieved a 2022 Ofsted grading of 'good', in all areas including leadership, inspectors found that pupils are proud of Weavers and as a result behave well in lessons and around the school. The academy has pursued a rigorous and continuous programme of educational improvement which can be seen and measured throughout the academy. Work that the school has done to further improve behaviour and attendance has resulted in students becoming increasingly ambitious for their futures.

We are committed to ensuring that all students reach their full educational potential. This comprises of our 4 key curriculum areas in Academic, Ambition and our Co-curricular & Extracurricular programmes. Our curriculum development has resulted in a highly effective and sequenced curriculum that provides a secure platform ready for expert delivery.

Our ethos and values are underpinned by our vision, 'Striving for success, Learning with PRIDE'. 'Learning with PRIDE' helps identify the values that students and staff should embody in order to be successful, lifelong learners. Perseverance, Respect, Independence, Determination and Engagement are values we develop in our students and expect in all staff. This ethos drives us forward, every day.

We are proud of the co-curricular and extra-curricular programmes that all staff play an active part in, that means over 1300 pupils per week have access to high quality and planned additional activities. The options range from skiing to singing, chess to climbing and performance options to provisional driving licence preparation. We are very proud to show you and find out what you might offer!

We have a commitment to staff development, and we have put in place a detailed programme of profession development that provides weekly CPD for staff. As a result, curriculum planning, teaching strategies and assessment techniques have advanced and drive student progress.

You can find out more at:

www.creativeeducationtrust.org.uk

We would welcome applications from staff who are experts in their field and are determined, independent and highly engaged. You will be joining a highly effective team with a collective focus to improve student achievement by providing a positive culture. You will need to be a team member, undertaking duties as required to meet the needs of the school, students and the team.

Yours sincerely

Jon Hunt
Principal

For further information and an application form please visit our website (we are in the process of updating and improving our online provisions): www.weaversacademy.org.uk
Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.

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ABOUT CREATIVE EDUCATION TRUST



Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England. It was established in 2010 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare students for their transition to adult life and employment.



Our Mission

To give every child in our schools the best possible start in life through excellent education and wide-ranging co-curricular opportunities

Our Vision

To send out into the world educated, creative, confident and responsible young people, who can succeed in their ambitions and make their communities better places

Our Values

Ambition

We are ambitious in everything because only the best will do

Excellence

We do not stop at 'good enough'

Creativity

We connect our knowledge in innovative ways

Resilience

When the going gets hard, we up our game and reach our goal

Inclusion

Every child and every colleague matters – we will work for and with them all

Respect

We value the ideas of others and make sure all voices are heard

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ABOUT WEAVERS ACADEMY



We are a mixed secondary school, catering for children between the ages of 11 and 18 years and located in Wellingborough.

Since September 2013 we have been part of the Creative Education Trust. This has enabled the school to rigorously pursue rapid improvement for the children we teach.

The school boasts many facilities, and we strive to provide an inclusive and expansive education for all of the young people in our care.

Our on-site facilities include:

- Multiple Sports Fields
- Extensive Multi-Use Games Area
- School hall with stage, equipment with auditorial technology
- Drama studio complete with sound system and mirrored wall;
- IT suites with state-of-the art technology;
- Interactive whiteboards in all classrooms;
- Modern and open-plan library with wide range of reading materials
- Brand new gym facilities
- 3 large sport halls
- Bespoke 6th Form Centre
- Leadership Hub



Summary of Weavers Academy's Progress

- The atmosphere in lessons is positive. Pupils respond well to the challenges provided by teachers.
- This is a school where staff care for pupils and are determined that they will succeed.
- The way that behaviour is managed has improved the standard of behaviour across the school.
- **Ofsted GOOD – May 2022**

To see full details of the school performance data please visit:
<https://www.compare-school-performance.service.gov.uk/school/139068/Weavers-academy>

SUPPORT FOR OUR STAFF

We are committed to providing our staff with the highest quality support and challenge to ensure that they excel and give our students the education they deserve.

We are committed to providing our staff with the highest quality support and challenge to ensure that we excel and give our students the opportunities and provision they deserve. Senior leaders are encouraged where possible to sit on the academy council of another CET school which is a very valuable experience.

Each of the Creative Education Trust's schools benefits from a comprehensive programme of support and challenge, including working with former HMIs.

On a Wednesday afternoon, all staff take part in our TED Talks for professional development. Each week a priority theme is explored, such as 'Improving Literacy', 'Meeting the needs of students with SEND' and 'Assessment for Learning'. Staff have opportunities to deliver a session for other staff and staff can choose which session to attend to support their own CPD goal.

Our 'breathing space' days, open to all staff provide opportunities for colleagues to 'download' in a safe space. A coaching model is used by our experts in residence and staff report that they have found this provision really effective in supporting their resilience. We intend to continue this initiative and to develop it further at the end of the pandemic.

Our bespoke programme of peer-to-peer support is called 'joint-practice development' – or now fondly termed 'JPD' – and it involves everyone in the school. 'Donors' meets up with 'recipients' to set their own agendas to develop practice. Through plan-try-review methods, teachers work together to modify teaching strategies so that we can root the best practice in every classroom. The model is based upon the work of David Hargreaves and also incorporates Rosenshine principles. Currently, JPD is focusing on improving the quality of learning and teaching in order to meet the needs of students supported by the pupil premium and those with SEND.

Creative Education Trust places a strong emphasis on CPD for teachers and for senior and middle leaders. They run a regular programme of training events to improve teaching performance and also provide focused management development and one-to-one coaching opportunities. There is an active cross-trust group on the Teaching Leaders programme and use Future Leaders and Teach First extensively.

The school is supported by an experienced Head Office team, who are available to advise on financial planning, audit, HR, legal and property matters either directly or by referral to our professional advisors.

There are also a number of cross-group, phase leader and year-specific forums to facilitate collaboration across the schools.

You can find out more at:
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PRIDE POD Alternative Provision Teacher

JOB DESCRIPTION

LOCATION

Weavers Academy, Wellingborough

SALARY: Main Scale / Upper Scale

PURPOSE

- To coordinate and lead the Quality of education within the PRIDE POD provision, which is a self-contained support centre for students that have persistently failed to meet expectations in line with school policies.
- This will include working with the Quality of Education Team and subject leaders to ensure full and appropriate curriculum planning and delivery.

REPORTING LINE

- The post will report to the Internal Inclusion Manager

ROLES & RESPONSIBILITIES

- Set and sustain high expectations of all students enrolled in the Centre. Students are expected to comply with school policy and expectations.
- Promote and reinforce high levels of self-esteem and work around aspiration.
- Liaise with the Quality of Education team to ensure the planned curriculum supports the national curriculum and reintegration back to mainstream lessons.
- Lead the delivery of the planned curriculum across KS3 and KS4.
- Liaise with other teachers in the provision to ensure their lessons meet the required standard.
- To work with the SENDCo to ensure all SEND needs are met and provide evidence impact of meeting these.
- Ensure appropriate assessments are administered to assess students' educational outcomes.
- Liaise with Behaviour Lead, Assistant Principal Curriculum/Inclusion and the Inclusion Team to completed work is conveyed to relevant staff.
- Report to Assistant Principal leading on PRIDE POD for discussion of referrals, progress of students and any relevant needs of students within the Centre.

- Record keeping of student progress, conduct and attitudes, providing information and feedback to Pastoral Senior Leadership Team, Progress and Year Leads and academic updates to Subject Leads
- Maintain and analyse data weekly to show the trends and patterns of student achievement individually and collectively to understand and respond to the individual and group needs of the student in meeting their academic, social emotional and personalised targets.
- Support external intervention providers in presenting/working with students.
- Maintain accurate records and record behaviours on Academy record system – Arbor and CPOMS.

OTHER

- Attend inclusion meeting weekly.
- Be proactive in understanding and acting in accordance with all Academy policies.
- So far as reasonably practicable, ensure that safe working practices are adopted, and in premises/work areas for which you are responsible, to maintain a safe working environment for employees and service users.
- Adhere to personalised risk assessments that consider need and respond proactively.
- Comply with CET part timetable policies and provision and ensure record keeping is accurate and up to date.
- Participate in a personal staff development/appraisal process in accordance with Academy policy.
- Ensure that all your involvement with students as well as other staff reflects the school's inclusive ethos and its commitment to being a professional learning community.
- Carry out other reasonable tasks from time to time as directed by the line manager and POD leads on SLT.
- Undertake Level 3 safeguarding training and support the safeguarding team as it relates to students within and or transitioning to the PRIDE POD
- Undertake NPQ for SENDCOs

SCHOOL ETHOS AND COMMUNITY

- Work with parents and students to ensure that they understand the aims of the school, its policies and procedures and future direction.
- Foster a culture where students respect others and their physical surroundings through implementing a range of strategies developed with external consultants, monitoring their impact on outcomes.
- Weavers Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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SUPPORTING THE WORK OF CREATIVE EDUCATION TRUST

- Develop strong, positive relationships with Creative Education Trust colleagues, participating in trust-wide work and projects as appropriate.
- Participate with internal and external partners and specialists to share best practice, contribute to the development of Trust strategies and policies and promote the school and Creative Education Trust in a national context.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description will be reviewed from time to time to reflect the changes needs and circumstances of the school. Such reviews and any consequential changes will be carried out in consultation with the post holder.

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PERSON SPECIFICATION

PRIDE POD Alternative Provision Teacher

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher Status • Relevant subject degree 	<ul style="list-style-type: none"> • NASENCO or NPQ for SENCO (or a willingness to undertake)
KNOWLEDGE and SKILLS	<ul style="list-style-type: none"> • Experience of working within a school setting. • Experience of working within an alternative provision setting. • Able to differentiate resources to meet the needs of SEND students effectively. • To know how to support students, aged 11 -16, with particular barriers to learning with their basic skills so that they make good progress. • To know how to assess student attainment and progress • Experience and understanding of children within their family context. • Good organisational, communication, administrative and interpersonal skills. • Ability to explain tasks simply and clearly. 	
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> • A creative, hardworking person who enjoys learning and seeks out opportunities to continue learning. • Demonstrable experience of building effective relationships, and in particular a rapport with pupils and their families. • Skilled at dealing with difficult and sensitive situations and/or individuals in a calm, fair, effective and confidential manner. • Skilled at influencing others, managing discussions effectively to ensure desired actions are achieved. • Demonstrates resilience, motivation and commitment to driving up standards of work and achieving excellence. 	
SAFEGUARDING	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Ability to raise the self-esteem and expectations of children and young people. • Motivation to work with children and young people. 	

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