



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Curriculum Leader – Step Out

CANDIDATE PACK

Dear Candidate,

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage. Our academies are based across South Yorkshire and Cambridgeshire, often in areas which have experienced generationally poor educational opportunities. Our role is to change that. We want to play our part in the social regeneration of these areas.

We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies. 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, but our sense of what defines us is still evolving. With this in mind, we are looking for leaders who:

Want to be part of our journey to outstanding, shaping our vision, and helping us to unlock the collective power of our system. If you're a solo flyer, our Trust is not for you.

Share our commitment to an inclusive, aspirational and academic education for all pupils.

Believe that in a Multi-Academy Trust, the whole is greater than the sum of the parts and that it is our collective responsibility to get the best outcomes for all our pupils.

Bring expertise, aspiration, courage, and a collegial approach. We are brave for our communities and we welcome challenge and ambition.

Are authentic, visible and driven.

Bring an academic perspective to their work, supported by well-researched, well-evidenced approaches that make us think and push the trust's practice forwards

Want our schools to be joyful places to learn, underpinned by expert teaching, brilliant curriculum, broad opportunities for learning and excellent consistent behaviour in every classroom.

For our part, we commit to challenging you, inspiring you, supporting your development and giving you access to leadership opportunities not only within your own school, but also across our Trust as your role develops.

Best Wishes

Rowena Hackwood

CEO at Astrea Academy Trust



Job Description

JOB TITLE:
Curriculum Leader: Step Out

REPORTING TO:
Trust Vice Principal: Internal Provision

SALARY RANGE:
MPS/UPS plus TLR 1B (£10,634)

CONTRACT TYPE:
Permanent

WORKING PATTERN:
32.5 hours per week



Role Description

LEADERSHIP RESPONSIBILITIES

- Strategically lead on improving progress and attainment in the Step Out provision
- Developing, monitoring and implementing the core curriculum in the Step Out provision through liaison with academy subject leaders and trust national leads
- Seek opportunities to work collaboratively with colleagues locally, nationally and globally in order to create a world class Step Out provision for the South Yorkshire region
- Build high quality relationships with parents, carers, the trust and the wider community.
- Generate and capitalise on opportunities to embed enrichment and therapeutic opportunities to meet the bespoke needs of individuals and the differing requirements of scholars attending the Step Out provision
- Take on specific curriculum leadership and management tasks related to the day to day administration and organisation of the Step Out provision as requested by the Trust Vice Principal: Internal Provision

QUALITY ASSURANCE

- Lead robust systems of Quality Assurance and be accountable for swiftly addressing areas of concern and regularly celebrating success.
- Produce and contribute to oral and written assessments, reports, case studies and evaluations relating to groups and/ or individuals.
- Identify staff development needs, address underperformance and source appropriate training.
- Ensure staff absence is covered with high quality work, support and resources.

CURRICULUM, TEACHING AND LEARNING

- Ensure whole school teaching and learning priorities are adapted for the bespoke needs of the learners in the Step Out provision
- Strategically support and promote personalised adaptive teaching of all scholars within the Step Out provision.
- Effectively appraise those teaching and support colleagues for whom you have responsibility within the appraisal policy.
- Lead and develop targeted and bespoke intervention programmes to address the specific individual needs of scholars within the Step Out provision
- Model effective adaptive teaching for students with SEND and/ or SEMH needs.
- Provide effective and proven teaching and learning strategies for identified groups or individual learners.
- Be accountable for managing staff workload and wellbeing.
- Take responsibility for working collaboratively with teachers and support colleagues in the Step Out provision and consistently follow school policies and practice and provide support where appropriate. .
- Create a knowledge rich classroom environment through displays, vocabulary, reading material and career pathways.
- Contribute to the development of a calm and sensory led environment

BEHAVIOUR AND ATTITUDES

- Work with the Head of Step Out to ensure all staff are aware of and comply with policies and procedures relating to behaviour, child protection, health, safety and security, equal opportunities, confidentiality and data protection, reporting all concerns to an appropriate person.
- Communicate with parents in a professional manner at all times, promptly responding to parental enquiries by telephone, letter or email as appropriate.

Person Specification

Education and qualifications

- A Graduate with Q.T.S. status.
- An upper second class degree or better.
- Evidence of additional recent and relevant continuing professional development.

Experience

- Teaching in education at a primary, secondary or specialist level with a proven track record of delivering successful outcomes for students with SEND and/ or SEMH needs
- Successful experience of teaching therapeutic or alternative approaches.
- Successful experience of teaching and resourcing a range of subjects outside of their specialism
- Successful experience of leading colleagues on a specific area of improvement.
- Monitoring and tracking student progress and achievement to improve outcomes either personal or academic.
- Designing and developing high quality learning resources for students with additional needs
- Evidence of excellent feedback and quality assurance around the quality of teaching and the impact on engagement and progress.

Knowledge, skills and abilities

- An up to date knowledge of the latest developments in pedagogy linked to SEND, SEMH and/or alternative approaches.
- Excellent subject knowledge in your area of expertise either primary, secondary or specialist.
- High level communication, organisational and management skills.
- The ability to communicate vision and strategy effectively and persuasively in a variety of contacts and audiences.
- The ability to evaluate colleagues' work and provide supportive feedback to secure improvement.
- An understanding of progress measures and the ability to analyse and interpret data to secure measurable impact either personal or academic.
- An understanding of the factors contributing to successful outcomes in education for young people with SEND and/or SEMH needs.
- An absolute belief and commitment in the capacity of every single child to be successful, and an understanding that every child really does matter, regardless of background or individual need.
- A creative and innovative leader able to communicate and deliver an effective vision and secure impact.
- Commitment to abide by and uphold policies on Equal Opportunities, Health and Safety, Child Protection and Safeguarding.
- Resilience, self-motivation, courage, calmness and stamina and the personal drive and desire to 'make a difference' in an environment which can be challenging at times.

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

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](#)

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.

