

HORBURY ACADEMY RECRUITMENT PACK





DEAR APPLICANT

Thank you for your interest in Horbury Academy. We hope that the information contained within this pack will help you decide if you have the right qualities, skills and experience to apply for our vacancy.

I have enormous pleasure in inviting you to consider joining Horbury Academy and join a team of staff committed to the pursuit of excellence.

We are keen to appoint individuals who have vision and creativity but above all else an unrelenting commitment to high expectations and inclusivity.

We believe that outstanding staff, not only teaching staff but support staff as well, are the key to our success. We see all staff, as key members of our team. We are looking to appoint someone who recognises the importance of their contribution to our learning community.

We understand that partnership and collaboration is an important aspect to the on-going development of schools and academies and with this in mind, we work alongside Ossett Academy & Accord Sixth Form, Horbury Primary Academy and Middlestown Primary Academy as part of the Accord Multi Academy Trust. We feel this is both exciting and enriching for the Academy and all staff and pupils.

The vision of our partnership is that the Accord Multi Academy Trust will enhance both our practice and knowledge of learning across primary and secondary education, whilst also providing access for pupils and staff to an even better range of opportunities in order to achieve excellence.

Horbury is a happy Academy and we are keen to appoint like minded individuals who have a positive outlook, a “can do” attitude to all aspects of their role; and colleagues who enrich the lives of learners and ensure they are always at the centre of their thinking.

I am extremely proud to lead Horbury Academy and to work alongside such a talented body of students and staff, who are fully committed to working as a team. If you feel that you have the vision, drive and energy to support and contribute to the Academy’s further continued improvement, then we would be delighted to hear from you.

Nicola Walker

Principal



WHY HORBURY?

- Horbury Academy is a mixed, 11-16 academy, situated on the outskirts of Wakefield.
- We are immensely proud of our academy, staff and students and strongly believe that all students are entitled to experience the full breadth of education; reflected through our curriculum model that encourages learners to study a broad range of subjects.
- From securing academic success to securing success in extra-curricular activity, our staff are fully committed to ensuring that all pupils make the most of their time at Horbury Academy.
- Alongside our extensive curricular and extra-curricular offer, we provide excellent pastoral care for our students; tailored to their individual needs.
- We work in partnership with parents and carers to ensure that our pupils feel fully supported during their time at the academy, allowing them to achieve their very best.
- Visitors frequently comment on our calm, supportive and friendly atmosphere.
- Our environment and academy building is purpose built, under one roof, allowing for a unique community and supportive feel.
- The Academy has very strong links with the local community in Horbury.
- Our facilities are used during the Academy day and outside of Academy hours by a wide range of community partners including Horbury Churches Together, Horbury Brownies and Guides, Horbury Spice Dancers, Ossett Town Juniors, Pageant Players, Phoenix Netball and Horbury & Ossett Music Centre to name but a few.



ABOUT THE TRUST

The Accord Multi Academy Trust is an educational charity established in September 2016 that is currently made up of four academies who were the founding members of the Trust. In September 2016 Horbury Academy and Ossett Academy & Sixth Form College came together, moving away from their stand-alone Trust status and were joined in December 2016 by Horbury Primary Academy and Middlestown Primary Academy.

The overarching vision for the Trust is to work in one 'Accord – celebrating the differences of each academy through strong collaboration in order to inspire all members of our learning community to be the best that they can be.' Our academies work on the following key principles:

- Ambitious for our young people and staff;
- Creating a positive climate and an ethos for learning and success;
- Collaborative to secure the best possible learning experiences for young people and staff;
- Opening doors for parents, carers and the community and being fully inclusive;
- Resilient in order to develop in young people and staff a mind-set for success;
- Dynamic and reflective learning communities.

Our vision and key principles are underpinned by the highest expectations on what every child can achieve regardless of their context or starting point.

Having consolidated our position as a Multi Academy Trust, we are now at a point where we are looking to build on our existing central structures to sustain our improvement to date, but also to ensure that we have the strong educational capacity necessary to welcome more academies to join the Trust. This particular post is therefore a very important feature of our planned growth and development and aspiration to provide a world class education for all young people within our community.

WHY WORK FOR HORBURY ACADEMY AND ACCORD MAT?

The Accord Multi Academy Trust is a Wakefield based Trust; all four academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. All academies are within a three mile radius of one another and can be found a short drive off junction 40 of the M1.

At Accord we are committed to providing world class education for all young people within our community and as such we recognise the pivotal role that our staff play in this respect.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. We understand that by investing in our staff we will create an organisation with a shared vision and values that will transform education for young people.

The Trust is strongly committed to fostering a positive and healthy working environment with wellbeing and workload management at the forefront of all decision making.

Across the Trust there are a number of opportunities for staff to come together outside of their normal working day in a social or other activity capacity. The Trust and individual academies organise regular staff social events, craft workshops, a staff choir; sporting groups currently include a running club, and weekly staff netball and football matches.

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“Joining Accord this academic year has given me a great opportunity to advance my career in a direction I am truly passionate about. Leaders are given the freedom to innovate and trusted to make decisions that will have a positive impact on pupils. I am certain joining Accord was the right choice for me and my career.”

Dan
Director of
Mathematics

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“Working for Accord provides opportunities to work closely with the wider Trust to develop your skills and knowledge and build positive working relationships. I was a School Business Manager at Middlestown Primary when the school joined the Trust in 2016; the support and development opportunities available to me since then have enabled me to progress to a managerial role in the central team alongside completing professional qualifications.”

Jules
Finance
Manager

As a Trust we are committed to provide the following benefits for employees:

- An opportunity to collaborate with colleagues across academies and within the central Trust teams, with other academies and Multi Academy Trust's on a local or regional basis.
- Formal opportunities arising from collaboration provide:
- Structured and informal opportunities to share best practice that affords colleagues the opportunity to develop their own skills;
- Efficiencies of scale and a joint up approach to working and developing initiatives, agendas and changes to practise.
- Opportunities to lead on developments as a stepping stone to further career opportunities.
- The opportunity to work in a forward thinking and fast paced environment alongside a range of professionals with a proven track record of success in transforming education for young people.
- A specific career stage pathway of professional development with a commitment to support engagement in nationally recognised professional qualifications (NPQ's).
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and associate staff, and continues to subscribe to local holiday patterns within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to discounted rates for self and family members for a range of local and national companies and services, reviewed annually.
- Access to a biennial C2W salary sacrifice scheme.
- All employees have access to the Fitness Suite at one of the academies in the Trust free of charge.

“Twenty years ago I joined Horbury School as a Special Needs Assistant. Five years later I was celebrating becoming a qualified Maths Teacher having completed a degree and my teacher training. Thank you will never be enough for the opportunities, support and encouragement I have experienced over the years. The rewards from my career at Horbury have been a huge sense of pride and achievement knowing I have made a difference to so many young people's lives.”

Diane
Teacher of
Mathematics

“I started working at Horbury Academy in the school's busy kitchen. An opportunity arose for the Science Technician role which I applied for and was successful! Working in the science department has given me many new skills as well as receiving first class training from experienced staff. I continue every day to develop and grow thanks to the Academy.”

Jayne
Science
Technician

ADVERT



DEPUTY CTL OF ENGLISH

MPR/UPR + TLR 3 £4,786 per annum

Full Time /Permanent, Required for September 2021

Horbury Academy are looking to appoint to an inspiring and dedicated Deputy Curriculum Team Leader of English. The English department at the Academy is an outstanding team of professionals who achieve excellent results. We value challenge, active participation and motivation. This is a real opportunity to join an exciting team that is forward thinking and high achieving. The successful applicant will be enthusiastic and innovative, with vision and energy.

The successful candidate will lead on developing curriculum areas and teaching and learning within the department, ensuring student progress is regularly assessed with a focus on building a collaborative team ethos across the Academy. They will play a key role in the strategic development of the department. This is an ideal opportunity for colleagues wishing to step up into a middle leadership role and gain invaluable experience in continuing to build and develop the successful team. The role will report directly to the CTL of English.

We encourage interested candidates to get in touch and have a discussion to see what makes us great! Contact the HR team or hr@accordmat.org who would be happy to answer any questions you may have or put you in touch with an appropriate colleague for an informal discussion regarding the role.

For more details, or if you're ready to apply, visit our website at <https://horbury.accordmat.org/recruitment/> where you will find the application form available to download.

Please return completed application forms to the Accord HR Department at hr@accordmat.org.

Closing date: Friday 09 April 2021 at 12.00pm

Interviews are expected to be held week commencing 12 April 2021

Horbury Academy is committed equal opportunities and to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an Enhanced Disclosure and Barring Service check.

JOB DESCRIPTION

Section One: Deputy Curriculum Leader of English	
<u>Reporting to:</u> Curriculum Leader of English	<u>Responsible for:</u> Line Management and Performance Management of identified teachers and/or support staff.
<u>Liaising with:</u> Curriculum Leader, other Deputy Curriculum Leaders, other relevant staff with cross-Academy responsibilities, Parents/Carers and other partners.	<u>Salary:</u> MPR/UPR + TLR 3
The Core Purpose of the Role: - To support the work of the Curriculum Leader to strategically lead the direction and development of the curriculum area in accordance with the aims and objectives of Horbury Academy; - To support the work of the Curriculum Leader to ensure all students make expected, better than expected or rapid progress within the curriculum area, by ensuring the provision of an appropriately relevant and differentiated curriculum for all students, and developing and enhancing the teaching practice of others; - To support the work of the Curriculum Leader to effectively evaluate the impact of the above and strategically plan for improvement by managing and deploying all human, financial and physical resources within the area; - To take responsibility for pay recommendations of identified staff in line with the Academy's Performance Management Policy.	
Leadership and Management - To deputise for the Curriculum Leader in his/her absence, taking responsibility for the running of the department; - To manage the performance of identified staff with the Curriculum Leader to ensure a consistent, timely and effective appraisal process, responding to under-performance concerns appropriately; - To ensure teaching and support staff are effectively deployed in the department at all times; - To work alongside and support the work of the Curriculum Leader by:-	

- Being accountable for student progress and standards of attainment for all English courses;
- Ensuring the team cover the syllabus and schemes of work in line with Academy requirements, instigating the development of new methods of teaching, course enrichment, cross curricular links, literacy, numeracy and ICT innovation;
- Ensuring that systems are in place that enable all English lessons to be good or better
- Promoting reflection and collaboration as methods of improving learning within the department and across the Academy;
- Developing and maintaining processes and procedures for the learning area that are in tune with Academy policies, support learning and promote effective internal/external Academy communications;
- Assisting with developing and leading extra curricular English activities, for example productions, education visits and after-school clubs;
- To keep abreast of national developments and assessment within English.

Monitoring, Self- Evaluation, Review and Data Analysis

- To support the Curriculum Leader in maintaining a robust departmental monitoring and self-evaluation and review process (MSER), this includes taking responsibility for:
 - quality assuring planning folders regularly;
 - undertaking learning walks and formal observations;
 - undertaking work scrutiny with the Curriculum Leader following a timetabled programme;
 - undertaking regular data analysis and assessment of student progress.
- To agree with Curriculum Leader planned intervention for:
 - underperforming staff as required, using available CPD and resources, for example, coaching, support from Lead Practitioners etc;
 - underperforming students as required, including one-to-one sessions, group work, homework and holiday clubs and use of the support of ICAN centres.

Staffing and Professional Development

- To work with the Curriculum Leader to ensure staff CPD needs are identified and that they are signposted to relevant CPD sessions;
- To participate in the interview process for teaching and support staff posts as required and to ensure effective induction of new staff in line with policy;
- To participate in the Academy's ITT programme where appropriate;
- To support the Curriculum Leader with the day to day line management of staff, ensuring they meet all requirements and deadlines, following Academy policies;
- To work alongside the Curriculum Leader to ensure a strategy is in place when staff are absent, liaising with the Cover Manager as required, in order to reduce the impact on students;
- To offer help and support to colleagues as required.

Section Two: Classroom Teacher

The Core Purpose of the Role

Teaching and Learning:

- To ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching;
- To use teaching methods which keep students engaged, including a variety of teaching and learning styles, stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources;
- To regularly enquire and listen to the views of students about their preferred methods and styles of learning;
- To complete the lesson planning paperwork to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught, using appropriate differentiation skills;
- To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the Academy context;
- To set appropriate and demanding expectations and targets for students' learning and motivation, building on prior attainment;
- To remain updated with regards the SEN register seeking specialist advice to ensure appropriate differentiation and personalised support for students with special or additional needs;
- To remain updated with specialised subject knowledge to be able to cope confidently with student's subject related questions.

Safeguarding Young People and Student Voice:

- To be committed to the safeguarding and promotion of the welfare of young people and to demonstrate this commitment in every aspect of this post;
- To be responsible for the care and guidance for students within your mentoring form and also to ensure your classroom is a safe environment for students to learn;
- To work in partnership with student groups and Student Voice to enhance their learning and widen their experience of education.

Monitoring, Self-Evaluation and Review and Data Analysis:

- To support the Curriculum Leader with maintaining and ensuring a robust Monitoring and Self Evaluation Review (MSER) process;

- To maintain an accurate record of students' progress, homework and assessments;
- To assess how well learning objectives have been achieved and use this assessment for future teaching;
- To mark and monitor students' class and homework in line with the Academy's marking and assessment policy;
- To collate and analyse Key Stage student data to inform intervention strategies and appropriate action plans for students.

Attendance and Behaviour:

- To set high expectations for students' behaviour and attendance, establishing and maintaining a good standard of discipline through well-focused teaching, through positive and productive relationships and through consistent use of the Academy's Behaviour system to ensure all students are treated fairly;
- To set work for students absent from the Academy for health or disciplinary reasons;
- To seek advice as required from colleagues regarding support or intervention when behavior or attendance concerns arise;
- To record student attendance in a timely manner;
- To play a pivotal role in rewarding student achievement and good behaviour.

Relationships with Parents/Carers, Colleagues and Wider Community

- To lead on delivering and maintaining positive relationships with parents and carers, calling parents/carers as deemed necessary regarding student progress or if there are health and welfare concerns;
- To liaise with the Head teacher should written correspondence to parents/carers be required
- To attend Parents Evenings to keep parents informed of progress;
- To prepare accurate reports to parents/carers regularly;
- To establish effective working relationships with colleagues and other professionals;
- To liaise with agencies responsible for students' welfare.

Manage Own Performance and Development

- To take responsibility for your own professional development, keeping up to date with research and developments in pedagogy and in the subjects taught;
- To set a good example to students in terms of presentation and personal conduct;
- To constantly evaluate your own teaching critically and use this to improve effectiveness;
- To engage actively in the performance management and review process.

Other Specific Duties

- To deliver all aspects of period one curriculum;
- To play a full part in the life of the Academy community and to encourage colleagues and students to follow this example;

- To maintain safe housekeeping across the Academy including tidy classrooms conducive to learning and staffing areas clean for rest breaks;
- To actively seek appropriate professional learning and development opportunities;
- Be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, reporting all concerns to an appropriate person;
- Other duties commensurate with the grade of the post as directed by the Principal or as specified by the School Teachers Pay and Conditions Document.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.

Characteristics of the post

The ability to regularly attend meetings as required by the Principal/Curriculum Leader in directed time.

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure
- Confirmation of medical fitness for employment.

Horbury Academy will endeavor to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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 postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

This job description will be reviewed regularly and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the Academy's changing needs.

Signed: _____ **Teacher** **Signed:** _____ **Principal**

Date: _____ **Teacher** **Date:** _____ **Principal**

One copy will be retained on your personal file

PERSON SPECIFICATION		
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	Education to degree level or equivalent. QTS in English. An excellent track record of recent, relevant professional development. Accountability for the performance of a cohort of young people. Proven success of effective teaching and learning in a secondary Academy/school. Taking accountability for the success of an initiative. Evidence of consistently good/outstanding classroom practice. Leadership of a community project or an area of Academy development. Experience of effective teaching and performance within the curriculum area.	Previous Leadership experience
Knowledge and Understanding	Sound knowledge of the English Curriculum, including syllabus and assessment The principles and characteristics of effective Academies. Innovative approaches to working with students, parents/carers, staff and the local community. The principles and practices of strategic and operational planning and delivery. Effective review and evaluation procedures (MSER). The application of ICT to effective management Strategies for ensuring equal opportunities for staff, students and other stakeholders. To have a sound understanding of British values and standards.	
Leadership and Management	Work effectively both as a leader and as a member of a team. Initiate, lead and manage change. Prioritise, plan and organise. Direct and co-ordinate the work of others. Set high standards and provide a role model for students and staff. Deal sensitively with people and resolve conflicts. Prioritise and manage own time effectively. A commitment to an open and collaborative style	Motivate all those involved in the delivery team Liaise effectively with other organisations and agencies.

	of management.	
Interpersonal Skills	Communicate the vision of the Academy to the team. Negotiate and consult fairly and effectively. Build relationships with key stakeholders i.e primary schools. Ability to communicate to a range of audiences. Chair meetings effectively. Communicate effectively orally and in writing to a range of audiences.	Develop, maintain and use an effective network of contacts.
Safeguarding	Understands and able to build sound relationships with students that observe professional boundaries at all times. Knowledge of Safeguarding procedures.	
Decision-Making Skills	Make decisions based on analysis, interpretation and understanding of relevant data and information. Demonstrate good judgement. Think creatively and imaginatively to anticipate, identify and solve problems.	
Personal Qualities and Competencies	A commitment to inclusive education. Evident enjoyment in working with young people and their families. Ability to inspire confidence in staff, students, parents/carers and others. Adaptability to changing circumstances/new ideas. Reliability, integrity and stamina. Personal impact and presence to work under pressure and to deadlines. A commitment to professional development.	Vision, imagination and creativity.

