

DIRECTOR OF ENGLISH & READING

RECRUITMENT PACK

September 2024



Meet our Headteacher



Welcome to our Woodlands family! I am thrilled that you are considering joining us to work alongside our dedicated staff and wonderful pupils. Let me tell you about Woodlands and our story so far.

Woodlands is a specialist provision catering for children and young people aged nine to sixteen who have Special Educational Needs (SEN), specifically Social, Emotional and Mental Health needs (SEMH). We provide education for up to 84 children and young people with EHC plans on a non-residential basis.

“This is a happy school where staff and pupils get along well and staff want the very best outcomes for pupils.” This is what Ofsted found when they recently inspected us and we are so proud that our report reflects our commitment to our children and young people, and to their families. This is a great place to work where the words “life changing” really apply to what we do. Staff are well supported, and wellbeing is not a buzzword but a meaningful outcome we want for all our staff.

There is a thread that runs through our history of being a school that supports vulnerable pupils who have often experienced trauma in their backgrounds, be that adverse childhood experiences or educational trauma before they found their way to us. In the 1940s this building was a school for Jewish Kindertransport refugees. Anna Essinger, who brought a whole school here from Nazi Germany, created a place where children felt safe and accepted and were able to learn. We want the same for our pupils today.

We believe in this approach, where high expectations are combined with high support and a “we know you can, and we will help you” attitude, will help our children and young

people achieve what we know they are capable of. As a result, Ofsted judged our Behaviour and Attitudes as “good” as well as our Personal development, testament to the bespoke support we give to each of our children and young people who consequently feel understood and valued by the adults who support them.

Our curriculum is broad, balanced and ambitious. We provide a strong academic curriculum to GCSE / Level 2 and additionally a bespoke approach through our ‘Oaks’ provision, which includes elements of the academic curriculum and also vocational learning both in school and off-site. The curriculum is centred around the needs of the child or young person set out in their Education, Health and Care Plan and is reviewed frequently.

Our ultimate aim at Woodlands is to prepare our young people for adulthood and enable them to take their next steps knowing they have the skills for independent living and the knowledge and understanding to become healthy adults who can access employment and engage positively with their communities.

More than this even, we want them to feel loved and cared for and replace their feelings of educational failure with the experience of what success feels like, knowing that they are unique and valued and can take that belief out into the world with them when they leave us.

A handwritten signature in black ink, appearing to read 'Jatayun'.

Headteacher

Job description



Post title

Director of English & Reading



Salary

L1 – L5



Hours of work

1.0 FTE



Post status

Permanent

We offer

- Excellent professional learning and support at every stage in your career, with opportunity for continued personal development through our Talent Pathway Career development opportunities including funded NPQ qualifications.
- An enthusiastic and supportive team of staff, parents and governors
- A core belief in staff wellbeing and work life balance for all, evidenced in policy and practice.
- Benefits including funded counselling, physiotherapy and GP and other medical support.
- As a school in the Marches Academy Trust teachers have opportunities to engage with staff across the Trust to support and collaborate with peers and colleagues in sharing the expertise across our family of schools.

Responsible to:

Deputy Headteacher / Assistant Headteacher

Outline of role:

- To lead in English and reading across the school with responsibility for developing a coherent, effective and inspiring approach to the curricular and co-curricular provision of literacy and reading.
- **Main duties:**
 - Address gaps in children's reading ability, including the delivery of phonics in age-appropriate approaches across the school.
 - Implement cross curricular strategies to improve children's reading comprehension.
 - Establish and implement whole school "family reading".
 - Support subject staff to develop reading strategies across the curriculum.
 - Develop, implement, and embed the whole school literacy strategy, promoting literacy skills across all subjects, making literacy a key aspect of the curriculum and ensure children have access to support to improve their literacy.
 - Support subject staff to develop literacy strategies in their teaching.
 - Support the ethos, vision, and strategic direction for high quality SEMH practice so that it is understood and acted upon across the school.
 - Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how this link with National and local initiatives.
 - Contribute to the identification of key areas of strength and weakness in the school.
 - Promote a culture of teamwork, in which the views of all members of the school community are valued.
 - Develop action plans in specified areas of responsibility, in order to bring about improvements.
 - Contribute to the self-evaluation of the school provide support for colleagues in improving their classroom practice.
 - Contribute to school strategic planning, implementation, and review.
 - Take part in extra-curricular activities.
 - Be responsible for a tutor group.

Teaching and learning

- Adhere to Teaching Standards.
- Maintain behaviour for learning, in accordance with the school's procedures.
- Encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Contribute to the development of schemes of work, assessments, resources and displays.
- Keep up to date with marking, assessments and dataentry.
- Keep an accurate teaching record.

Curriculum development

- Contribute to the team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or preservation.
- Contribute to whole school's development activities.

Standards and quality assurance

- Uphold department, school and Trust procedures, policies and plans.
- Represent the department in cross-curricular working parties.
- Attend Department, Year Team meetings and events to fully support the department, the school and the Multi-Academy Trust.
- Attend relevant CPD and meetings within the Trust and with outside agencies.

Developing self and leading others:

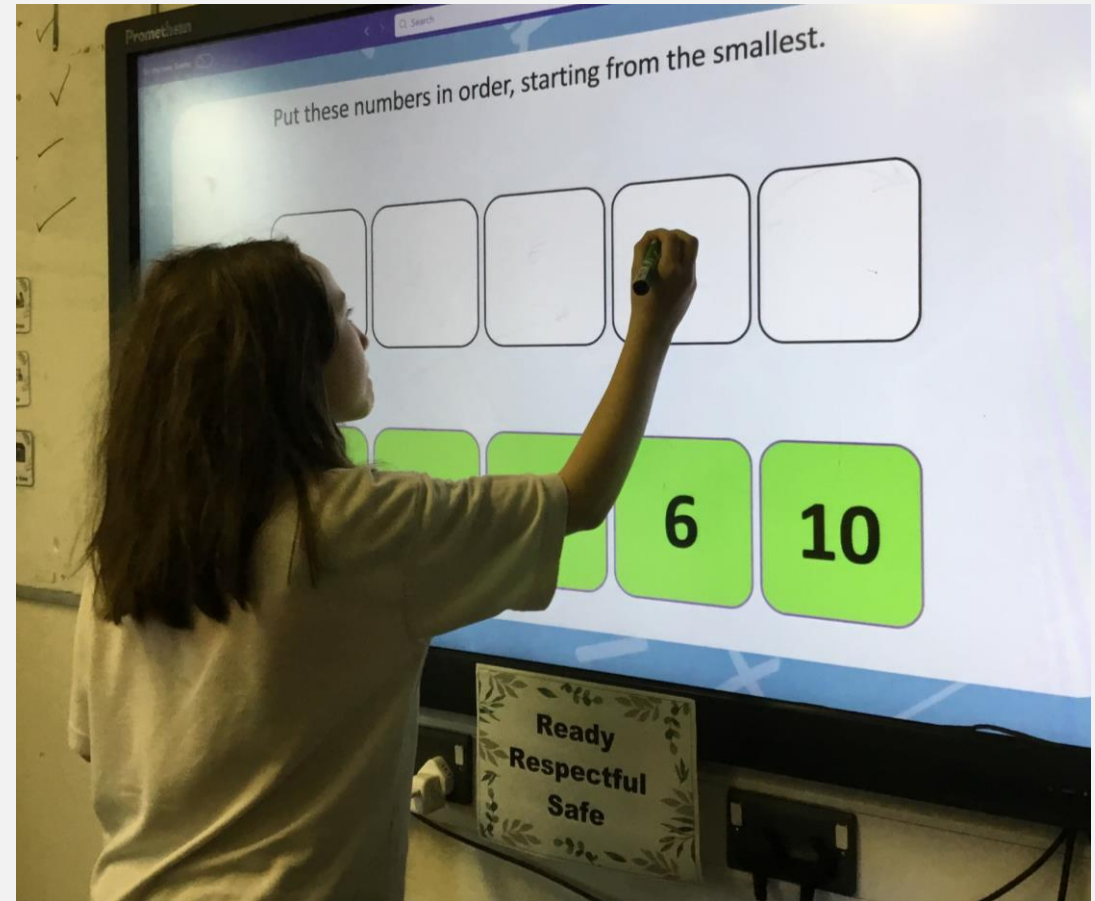
- Take responsibility for own professional development including maintaining an up to date knowledge of developments and related legislation including engaging fully in performance management of self and other staff (if applicable)
- Contribute to effective staff induction and professional development
- Manage own workload, providing support where necessary and delegating where appropriate to ensure that professional duties are fulfilled, as identified

Community responsibilities:

- Effective dialogue with parents in accordance with school policies.
- Attend and support community events as required.

In addition to the above all Marches Academy Trust staff are required to:






- Adhere to policies and procedures, including Equality and Diversity and Health and Safety.
- Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons.
- Undertake appropriate training and development as required.
- Participate in the Performance Review Cycle.
- Demonstrate excellent Customer Care in dealing with all customers.
- Ensure positive effective working relationships with the school teams, stakeholders and partners.






Objectives and outcomes:

- To be agreed with the successful post-holder once appointed.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.
- The post holder may have opportunities to work in other schools within The Marches Academy Trust.




Person specification

	 Essential	 Desirable
 <p>Qualifications and training</p>	<ul style="list-style-type: none"> • QTS. • Degree in an English subject. • Evidence of continued personal and professional development. 	<ul style="list-style-type: none"> • Higher degree. • Attachment training Level 2.
 <p>Experience</p>	<ul style="list-style-type: none"> • Successful English teaching experience in at least one school across a variety of age ranges. • Successful experience of delivering a differentiated curriculum to children with a wide range of needs. • Recent experience in raising children's attainment. • Experience of working with children with SEMH needs. 	<ul style="list-style-type: none"> • Experience of curriculum management
 <p>Knowledge</p>	<ul style="list-style-type: none"> • Secure commitment to a clear vision for the department and the school. • Ability to match children's needs in terms of curriculum, spiritual, personal and social development. • Understanding and awareness of current educational developments and the implications of relevant educational legislation. 	<ul style="list-style-type: none"> • Leadership skills, e.g. ability to influence positively and provide a structure for others in formulating policy, solving problems and implementing decisions effectively; caring and approachable; capacity to motivate and inspire teachers

Person specification

	Essential	Desirable
 <p>Knowledge</p>	<ul style="list-style-type: none"> Motivate and inspire children and parents. Knowledge of all necessary NC assessment, recording and reporting. Communicate effectively, orally and in writing for a range of audiences and purposes. Manage good communications systems. 	
 <p>Skills</p>	<ul style="list-style-type: none"> A passion and motivation to work with children with SEMH difficulties. The willingness and ability to work alongside children of all ages. Effective oral and written communication skills with an ability to negotiate at all levels. High personal standards of integrity The ability to remain calm and reflective when working in a challenging environment. Be able to be part of effective teams and have consideration of the views of others. High expectations of both children and staff. Enthusiasm, adaptability and resilience. Understand future technology in an educational context. Very good literacy skills. Knowledge of current educational trends, teaching developments and educational initiatives. Some experience of pastoral and behaviour for learning. 	

Person specification

	 Essential	 Desirable
 Knowledge / Special aptitudes	<ul style="list-style-type: none"> • Knowledge of current educational trends, teaching developments and educational initiatives. • Some experience of pastoral and behaviour for learning. • A commitment to the principles of ‘Achievement through caring’. • Knowledge and understanding of diversity and equality requirements. • A dedication to high academic standards. • A belief in working in partnership and as part of an established team. 	<ul style="list-style-type: none"> • Up to date knowledge of Ofsted standards. • A creative approach to teaching development, learning and behaviour for learning. • Experience of working with Arbor.

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviour.
- Attitudes to use of authority and maintaining discipline

Welcome from the CEO

This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.

Our vision 'Achievement through Caring' is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.

Sarah Finch

CEO

The Marches Academy Trust

Our family of schools currently includes:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot's School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal



Meet our Chair of Trustees



Alex Fry

Chair of Trustees

Thank you for your interest in this role.

The Trust is looking to appoint an individual to build on our Trust's current strengths and achievements.

As a thriving Trust serving over 6,000 students and their families in Shropshire, this a pivotal role in driving continuous improvement across our schools and will contribute to our vision of 'achievement through caring'.

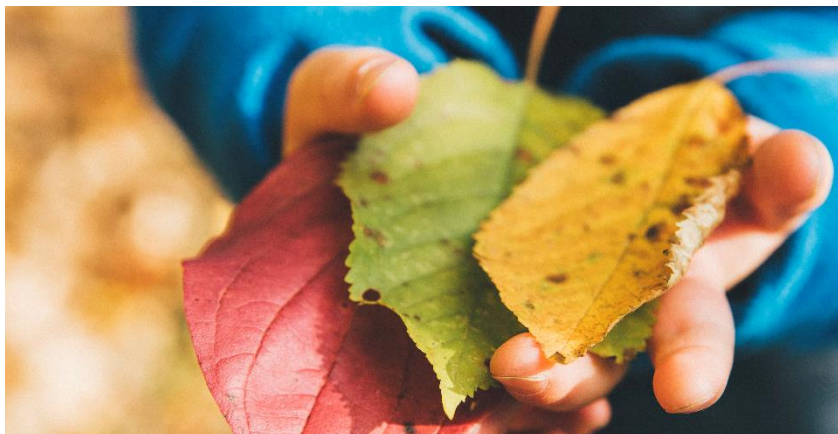
Collaborative working with other schools in our Trust offers many benefits for students and staff; sharing best practice in teaching and learning, curriculum collaboration, extracurricular opportunities, staff development, finance and human resources, legal services, school improvement structures and governance arrangements.

We hope that the opportunity to shape the work of our schools and their staff to harness their professional expertise, with the goal of securing excellent outcomes, is one you would relish.

The prospect of this role goes beyond the immediate job description. The successful candidate will influence and help shape the strategy of the Trust, have the opportunity to support our ITT provision, support leadership development and career paths as well as drive efficiencies across our schools.

For the right individual, this is an exceptional opportunity. The right candidate will have no better chance of working with wonderful students, super staff and shaping our Trust into the future.

Who we are



Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising five secondary schools, five primary schools and one special school.

Across our Trust we have a wealth of experience to inspire and motivate children, young people and staff to be the very best they can.

Achievement Through Caring drives our Trust, and our values are shared throughout our family of schools; we work together on embedding them in everything we do.

Our Trust prides itself on delivering high quality education and connecting with our children and young people to inspire and enthuse them to learn, achieve and to be happy.

Check out our video:

<https://youtu.be/RxuP4WDUM88>

Interested? Here's how to apply:

<https://themarchesacademytrust.face-ed.co.uk/vacancies>

The closing date for applications is:

Monday 9th September at 9am

Interviews will be held:

Week commencing 9th September

The Trust is committed to safeguarding and promoting the welfare of the children in our care and expect all staff to share this commitment.

A core belief in staff wellbeing and work life balance evidenced in policy and practice

Our Trust Vision Statement and Values



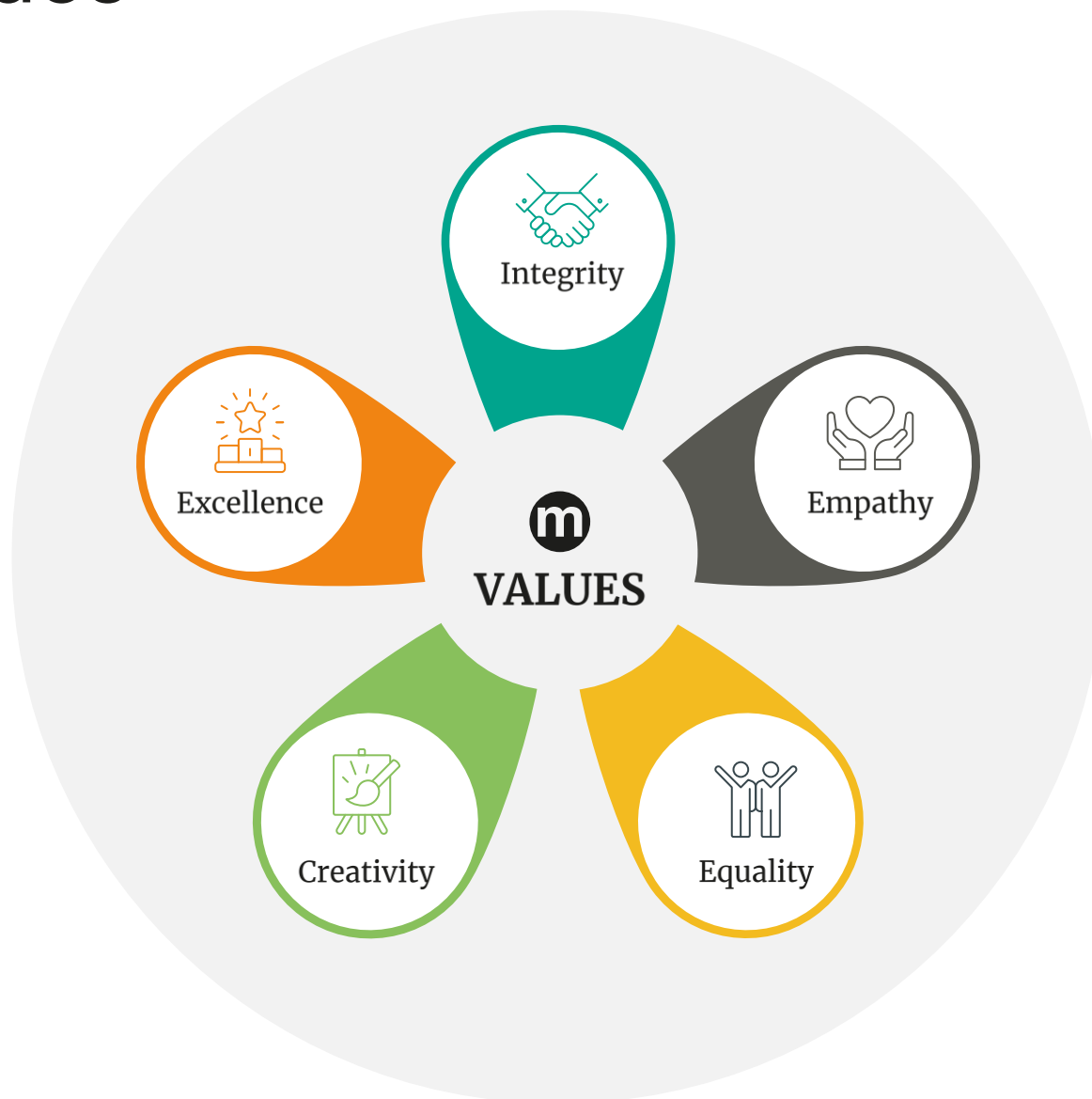
Our Vision

Achievement through caring



Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



Our investment in you

Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do its' very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



Our investment in you

We really care about employee wellbeing and our commitment is set out in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews (appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual well-being survey to gauge the health of our staff.

Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Generous
non-contact
time for
staff

Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!





We are a school led inclusive partnership representing all phases and school contexts nationally and internationally. Our core team at The Marches Academy Trust have trained over 400 ITT and over 150 School Direct students; we have also led the professional learning of over 5,000 educational leaders and governors.

We deliver the DfE National Professional Qualifications, and we actively encourage our staff to complete an NPQ programme at their earliest opportunity.

We also talent spot, from within our Trust team, colleagues who want to share their expertise and enhance their experiences by becoming an Improvement Consultant.

Supporting schools, departments and individuals across the Trust and also external schools.

Embracing all our work is the unique Professional Learning Conference we host each year which continues to inspire school colleagues nationally.

In joining The Marches Academy Trust you have direct access to an outward facing large group of outstanding schools across the West Midlands and beyond.

Quite simply we want to ensure the right expertise exists to enhance a self-improving system and impact learners, leaders and schools to drive continuous improvement.

You will be part of this success story as a member of our team; and on starting your new post you will also be starting your learning journey - with all the benefits of being part of a large and successful Trust with exemplary partnerships nationally and internationally.



We hold true to delivering current, inspirational training that has real impact back in the workplace. Most importantly our participants confirm in countless testimonials that we invest in their leadership journey.

Cavelle Priestley-Bird, Executive Director of People and Development)

Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”



Woodlands School

part of the Marches Academy Trust

Woodlands School
Tilley Green
Wem
Nr Shrewsbury
Shropshire
SY4 5PJ

T. 01939 232372
E. admin@wdl.mmat.co.uk