



**Woodlands** school

Part of the **Marches** Academy Trust

## Director of Literacy and Reading Recruitment Pack

May 2023



[woodlands.school](http://woodlands.school) |



SY4 5PJ



@WoodlandsShropshire

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# Meet our Headteacher

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Woodlands School is a Specialist School catering for children aged nine to sixteen who have Special Educational Needs (SEN), specifically Social, Emotional and Mental Health needs (SEMH).

The school has facilities for and can accommodate up to 84 children with EHC plans on a non-residential basis.

Children attend from year five to year eleven and are taught in small groups with a high staff ratio, usually two members of staff to each teaching group; one teacher and one Special Support Assistant. The high staff to child ratio within classrooms is recognition that children coming to Woodlands School have a range of learning, social, emotional and mental health needs. Consequently, they require a significantly higher level of support to enable them to access education where they have previously struggled in mainstream settings.

Woodlands has a very strong ethos that places the child at the centre of everything we do. We recognise that the young people we have in our school want to do well and want to achieve. We understand that sometimes they struggle to regulate their behaviour and we aim to support them through co-regulation to learn to manage themselves so they are ready to leave Woodlands School and cope in the world outside.

Our curriculum is broad and balanced. We provide a strong academic curriculum to GCSE / Level 2 and additionally a bespoke approach through our 'Hive' bespoke 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.

*Julia Taylor*  
Headteacher

# Job description

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Post title: Director of Literacy and Reading

Salary: L1 – L5

Hours of work: 1.0fte

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 NPQs.
- Excellent resources and facilities.
- Significant leadership time on your timetable.
- 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.

## Purpose:

Do you have what it takes to manage whole school literacy and ensure it is delivered effectively to our very special young people?

Would you class yourself as a compassionate, collaborative and ambitious practitioner with the determination to make a difference?

If you are driven by unlocking potential and having a positive impact that can change the future outcomes of the young people at Woodlands School, your future starts here!

You will be pivotal in our path to continuous improvement and outcomes, as we continue to drive a strong education for the community of Wem.

## Why this role above others?

You will be part of a team that has a variety of specialised teachers, all offering support and guidance to each other, which creates a positive and hardworking ethos. They go above and beyond to ensure all students achieve.

Any questions in regards to the role can be raised with Lisa Dugmore ahead of the closing date:

[lisa.dugmore@wdl.mmat.co.uk](mailto:lisa.dugmore@wdl.mmat.co.uk)



**Responsible to:**

Deputy Headteacher / Assistant Headteacher

**Main activities to the particular 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 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 and young people 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:**

- Perform the role of subject lead, where appropriate.
- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Promote the active involvement of children in their own learning.
- Contribute to target setting, including statutory procedures and targets for individuals and groups throughout the school.
- Promote and encourage the inclusion of all children with SEMH needs by using positive behaviour management techniques to support children to self-regulate, offering a calm and accepting response when they are unable to.
- Support the development of an effective assessment framework.
- Provide support for colleagues in improving their classroom practice.
- Be child-centred and solution focussed, promoting a safe and stimulating school environment of high nurture and high structure.
- 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.

**Curriculum Development:**

- Contribute to the development of a broad and rich curriculum which meets the needs of the range of children in the school.

**Standard and Quality Assurance:**

- Uphold faculty, school and Trust procedures, policies and plans.
- Represent the faculty in cross-curricular working parties.
- Attend Faculty, meetings and events to fully support the faculty, the school and the Multi-Academy Trust.
- Attend relevant INSET courses and meetings within the Trust and with outside agencies.
- Take a professional approach to all aspects of the work.
- Respect confidentiality: all confidential information should not be released to unauthorised persons.

### **Community Responsibilities:**

- Contribute to the development of the school as a 'Hub' within the community strengthening partnerships with other schools and services.
- Contribute to policies and practices which promote equality of opportunity through the school's commitment to Equality, Diversity, Inclusion and Belonging.
- Contribute to the development of a curriculum which provides children and young people with opportunities to enhance their learning through practical opportunities and project based learning within the wider community.
- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve children's achievement and attendance.
- Ensure learning experiences for children are linked into and integrated with the wider community.

### **Staff Development:**

- Take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- Continue personal development in relevant areas including subject knowledge and teaching methods.
- Ensure effective and efficient deployment of classroom support.
- Contribute to the delivery of relevant training programmes.
- Work as a member of the faculty team to contribute to positive effective working relationships within the Academy Trust.
- Undertake personal and professional development activities as agreed with the Headteacher
- Collaborate with colleagues across MMAT to support and develop CPD.

### **In addition 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.

# Person specification

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	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"><li>• QTS.</li><li>• Degree in an English subject.</li><li>• Evidence of continued personal and professional development.</li></ul>	<ul style="list-style-type: none"><li>• Higher degree.</li><li>• Attachment training Level 2.</li></ul>
Knowledge	<ul style="list-style-type: none"><li>• Secure commitment to a clear vision for the department and the school.</li><li>• Ability to match children's needs in terms of curriculum, spiritual, personal and social development.</li><li>• Understanding and awareness of current educational developments and the implications of relevant educational legislation.</li><li>• Motivate and inspire children and parents.</li><li>• Knowledge of all necessary NC assessment, recording and reporting.</li><li>• Communicate effectively, orally and in writing for a range of audiences and purposes.</li><li>• Manage good communications systems.</li><li>• Knowledge of current educational trends, teaching developments and educational initiatives.</li><li>• Some experience of pastoral and behaviour for learning.</li><li>• A commitment to the principles of 'Achievement through caring'.</li><li>• Knowledge and understanding of diversity and equality requirements.</li><li>• A dedication to high academic standards.</li><li>• A belief in working in partnership and as part of an established team.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>

# Person specification

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	Essential	Desirable
Skills	<ul style="list-style-type: none"><li>• A passion and motivation to work with children with SEMH difficulties.</li><li>• The willingness and ability to work alongside children of all ages.</li><li>• Effective oral and written communication skills with an ability to negotiate at all levels.</li><li>• High personal standards of integrity.</li><li>• The ability to remain calm and reflective when working in a challenging environment.</li><li>• Be able to be part of effective teams and have consideration of the views of others.</li><li>• High expectations of both children and staff.</li><li>• Enthusiasm, adaptability and resilience.</li><li>• Understand future technology in an educational context.</li><li>• Very good literacy skills.</li><li>• Knowledge of current educational trends, teaching developments and educational initiatives.</li><li>• Some experience of pastoral and behaviour for learning.</li></ul>	<ul style="list-style-type: none"><li>• Up to date knowledge of Ofsted standards.</li><li>• A creative approach to teaching development, learning and behaviour for learning.</li><li>• Experience of working with Arbor.</li></ul>
Experience	<ul style="list-style-type: none"><li>• Successful English teaching experience in at least one school across a variety of age ranges.</li><li>• Successful experience of delivering a differentiated curriculum to children with a wide range of needs.</li><li>• Recent experience in raising children's attainment.</li><li>• Experience of working with children with SEMH needs.</li></ul>	<ul style="list-style-type: none"><li>• Experience of curriculum management.</li></ul>

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.

# Who we are

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Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising four 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.

Woodlands School is a special school for children and young people who have social, emotional and mental health needs. We are proud of the high expectations and aspirations we set for every child and young person, providing an inspiring environment where everyone can learn and achieve.

We provide ambitious and exciting opportunities through well-designed and individualised curriculum packages.

You will be part of a highly effective, supportive team who readily share best practice amongst the team.

## **Check out our video:**

<https://youtu.be/mWoj17al6LA>

## **Interested? Here's how to apply:**

- [Complete the online application](#)

The closing date for applications is **1pm on Friday 9th June 2023.**

Interviews will be held: **Wednesday 14th June 2023.**

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

# Welcome from the CEO

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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. We are therefore seeking to appoint a Director of Literacy and Reading with the desire to drive efficiencies across our Trust.

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.

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

*Sarah Finch*

**CEO**

**The Marches Academy Trust**



# Meet our Chair of Trustees

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Thank you for your interest in this vital Director of Literacy and Reading.

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

As a thriving Trust serving over 5,000 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, extra-curricular opportunities, staff development, finance and human resources, legal services, school improvement structures and governance arrangements.

We have an amazing team of teachers and staff that are dedicated to creating amazing places for students to learn whilst instilling a love of learning and life, the drive to achieve, to develop a sense of responsibility, combined with honesty and respect.

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.

*Alex Fry*  
Chair of Trustees

# Our Trust vision statement and values

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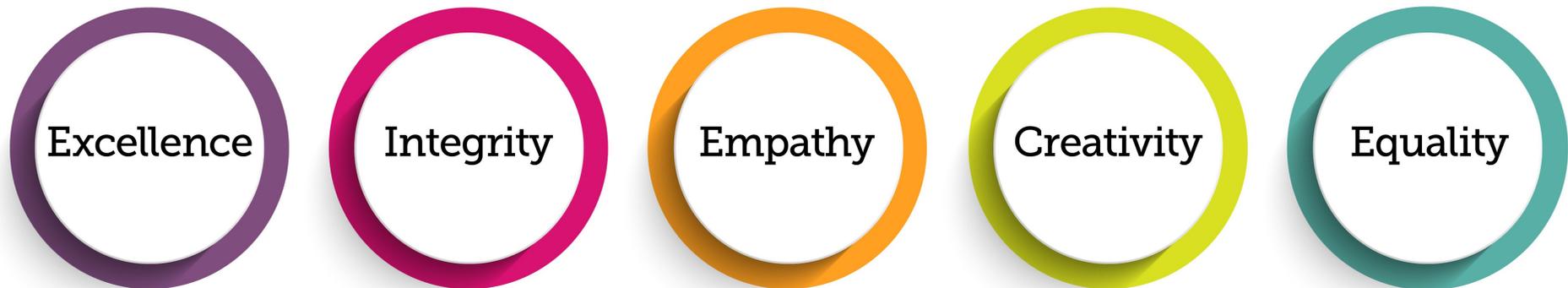
## **Our vision:**

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.

## **Values:**



# Our family of schools

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Marches Academy Trust



grove school



marches school



Shrewsbury Academy



Sir John Talbot's school



Woodlands school



Grange Primary School



Longlands Primary School



Lower Heath CE Primary School



Oakmeadow CE Primary School



Tilstock CE Primary School

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Alliance of Leading Learning

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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.**

(Cavella Priestley-Bird  
Executive Director of ALL)

# Our investment in you

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## **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.

## 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 utilise SAS in seeking out preventative and early intervention by making support easily accessible for all!



### **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.”



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