



The Ongar Academy

English – Deputy Faculty Leader

Information for candidates





The Ongar Academy

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The Ongar Academy

English - Deputy Faculty Leader MPR/UPS plus TLR2C

The Ongar Academy is a successful smaller than average secondary school with a motto of 'aspire to greatness' and a clear vision *'To nurture resilient young people who act with integrity, enjoy learning, and make exceptional progress, are respectful and continually flourish within their local community and beyond.'*

As a relatively new school the culture and ethos are continually being developed but in a short space of time leaders have "successfully created a culture and ethos in which almost all pupils have positive attitudes to learning and want to achieve well." – Ofsted. The Ongar Academy was judged 'Good' by Ofsted in May 2018.

The Ongar Academy are looking to appoint an English Deputy Faculty Leader, with responsibility for student progress and achievement, development of effective teaching in the subject area and assisting the Faculty Leader in the efficient leadership of the subject.

We are looking for an outstanding practitioner who is ready for the next step to further develop their leadership skills with ambitions to progress in the future to Senior Leadership Team. The position is suitable for an experienced practitioner with a desire to develop, enthuse and guide a proactive Department.

The successful candidate should have experience in secondary education who knows what outstanding provision and academic progress looks like. We want a collaborator, who not only will work closely with the Trust schools, but who has a genuine desire to work openly and collectively with the local primary and secondary schools.

This is a fantastic opportunity for an outstanding practitioner to progress on their leadership journey, within a supportive Trust, that offers a wide range of professional development opportunities.

We encourage you to contact our Headteacher, Mrs Steadman (msteadman@theongaracademy.org) for further information and/or to arrange a visit to the school.

Please enclose a letter (maximum 2 sides of A4) with your application form to support your application that highlights your suitability and preparation for this position including your personal educational philosophy and vision.

- **This position is not suitable for ECTs (Early Career Teachers).**
- **Closing Date: Monday 27 March 2023**
- **Interviews: TBC**

For an application form please contact our HR Department, on 01245 202937 or email hr@bridgeacademytrust



The Ongar Academy

JOB DESCRIPTION

English - Deputy Faculty Leader

Job title	Deputy Faculty Leader- English
Responsible to:	Headteacher, line managed by Assistant Headteacher.
Responsible for:	Student progress and achievement Effective teaching in the specified subject area Assisting the Assistant Headteacher in the efficient leadership of the subject.
Salary/grade	MPR/UPS plus TLR2C (currently £3,348)

Main purpose:

- Carry out the duties of school teacher as set down in the Teacher's Pay and Conditions documents.
- Work with the Assistant Headteacher to ensure that students achieve to the best of their potential.
- Use data effectively to identify areas of weakness and plan appropriate interventions.
- Support other faculty members to use data effectively to identify areas of weakness and plan and execute challenging and differentiated lessons.
- Maintain high academic standards.
- Generate and maintain enthusiasm for the subject(s) in both students and staff.
- Support the team ethos within the faculty promoting a mutually challenging and supportive teaching environment.
- Contribute to ongoing curriculum development within the Curriculum Area.

Main tasks:

A Deputy Faculty Leader may take responsibility for a subject(s) within a faculty which has multiple subjects or a key stage within a single subject faculty or designate roles as agreed with the Assistant Headteacher.

The main tasks are outlined below and will vary according to whether the faculty areas has single or multiple subjects within it.

1. Student Achievement

The Deputy Faculty Leader can expect to undertake specific tasks relating to student achievement as directed by the Assistant Headteacher. This may involve:

- The analysis of data for all students taking a subject within the department or a key stage in a single subject area.
- Devise and implement key interventions.
- Provide support for colleagues within the Curriculum Area for the monitoring and effectiveness of identified interventions.
- Ensure that reports are written, checked and submitted to meet deadlines.



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2. Teaching and Learning

- To be instrumental in the development of specific Schemes of Learning within the Curriculum Area.
- To contribute to the development of the Curriculum Area's capacity to achieve consistent good/outstanding standards of teaching and learning as directed by the Assistant Headteacher.

3. Monitoring and Evaluation

- To contribute to the organisation and implementation of monitoring and evaluating activities, for example, learning reviews, assessment reviews, and moderation of common assessment tasks.

4. Strategy and planning for improvement

- Make a significant contribution to producing the Curriculum Area Improvement Plan.
- To take some responsibility for the implementation, monitoring and evaluation of the Curriculum Area Improvement Plan.

5. Student work ethos and behaviour

- Promote a positive profile of the Curriculum Area within the learning area.
- Support colleagues in maintaining positive learning behaviours, especially within the designated subject or key stage area of responsibility.

6. Parental involvement

- Deputise for the Assistant Headteacher in meeting parents with concerns and inform the Assistant Headteacher of any required actions.
- Contact parents as directed by the Assistant Headteacher in the event of good or poor student progress/behaviour.

7. Staffing management and leadership

- Performance manage identified colleagues within the Curriculum Area.
- Line manage identified colleagues within the Curriculum Area.

8. Organisation and administration

- Deputise for the Assistant Headteacher, organising and chairing meetings when necessary.
- Liaise with outside agencies and partners as directed by the Curriculum Leader.
- Contribute to the organisation of internal exams where appropriate.
- Take responsibility for external exam entries where appropriate.
- Take responsibility for syllabus choice where appropriate.



The Ongar Academy

9. Learning beyond the classroom

- Support the development of clubs, trips and visits to extend students' experience of the designated subject beyond the classroom.

10. Resources, Health and Safety

- Maintain an inventory of key stage or subject resources within the Curriculum Area.
- Contribute to the planning and management of financial resources within the Curriculum Area. This may include having control of a specific subject budget.
- Support the Assistant Headteacher in ensuring that all colleagues observe best practices as outlined in the Safeguarding Policy.

In addition, you will be required to fulfil any reasonable task as determined by the Assistant Headteacher or SLT.



The Ongar Academy

PERSON SPECIFICATION

	Selection Criteria (Desirable [D]/Essential [E])	How Assessed
Education and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (E) • A degree in a relevant subject (E) • Evidence of Continuing Professional Development (E) • Further post-graduate qualifications (D) 	Application Form and Certificates
Skills and Knowledge	<ul style="list-style-type: none"> • Successful experience of subject leadership (D) • Expert knowledge of the National Curriculum, particularly the English curriculum at KS3 and specifications at GCSE level (E) • Strategies for raising student achievement and attainment through effective teaching and learning (E) • ICT and how it can impact on students' learning (D) • Current knowledge of evidence based research regarding effective teaching (E) • Excellent outcomes at GCSE (E) • In the classroom – student/classroom management skills (E) • The ability to deliver consistently good or better lessons (E) • Understanding the importance of quality written feedback to students (E) • The use of assessment data to identify underachievement and plan teaching and learning (E) • Set high expectations for students (E) • Take part in/lead extra-curricular activities (E) • Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve (D) 	Application Form, Interview and Selection Process



The Ongar Academy

	<ul style="list-style-type: none"> • Awareness of local and national organisations that can provide support with delivering the subject (D) • Ability to build effective working relationships with staff and other stakeholders (E) • Ability to adapt teaching to meet pupils' needs (E) 	
Skills and Knowledge	<ul style="list-style-type: none"> • Ability to build effective working relationships with pupils (E) • Knowledge of guidance and requirements around safeguarding children (E) • Good IT skills (E) • Effective communication and interpersonal skills (E) • Ability to communicate a vision and inspire others (D) 	Application Form, Interview and Selection Process
Personal qualities	<ul style="list-style-type: none"> • A commitment to achieving the best outcomes for all pupils • Uphold and promote the ethos and values of the school • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Commitment to safeguarding and equality 	



The Ongar Academy

About Us



"We are relentless in the pursuit of excellence for all our young people regardless of their background or ability.

The staff team at The Ongar Academy are truly remarkable. We work together with a shared vision that all students deserve the very best and should achieve the very best. Our mantra: every student; every lesson; every day.

Here at The Ongar Academy we value both student and staff well-being and invest in our people through a dynamic and bespoke continuing professional development programme. It is this which allows our students and staff to flourish.



The Ongar Academy is a purpose-built school in the heart of the Ongar with strong links to the local primary schools



We have 70 members of staff



We have 550 children on roll



Ofsted rated Good (May 2018).
Joined Bridge Academy Trust
October 2017.

Key Stage 3 (age 11-14)

Year 7, 8 & 9

Key Stage 4 (age 14-16)

Years 10 & 11



The Ongar Academy

Our Vision

The Ongar Academy is a smaller than average secondary school.

We are a school for the community and hold the highest expectations in terms of academic achievement, personal development, attitude, behaviour, attendance and appearance.

We are relentless in our pursuit of excellence for all our young people. We passionately believe in supporting every young person regardless of background or ability and are investing in ensuring every young person achieves their potential.

School Ethos

As a school community we...

- ✧ put our school motto, "Aspire to Greatness" into practice by providing all students with the support they need to become strong, ambitious and aspirational learners
- ✧ foster resilience, embrace challenges and value the opportunity to reflect and learn from our mistakes as well as our successes
- ✧ expect all individuals to respect themselves, others and their environment
- ✧ value integrity and the ability for all to be true to their word, trustworthy and honourable
- ✧ value and contribute to the wider community in which we live and work
- ✧ aim to encapsulate and respect British Values and Inspire Excellence in all that we do

Bridge Academy Trust

Join us and be part of our Trust



Mark Farmer,
CEO

“We are a strategic and forward-thinking Trust and we recognise that our staff are a precious resource. We aim to appoint and develop professionals who are welcoming, compassionate, highly motivated and who can promote high expectations.

Being committed to excellence, our staff will work in collaboration to build strong partnerships, allowing us to achieve our vision.”

Bridge Academy Trust wants schools to work with each other in localities for the benefit of the local children and communities.

High quality continuity of every child's journey through education

High quality and effective transition work between key stages and school transfers, ensures that children are 'ready', academically, socially and emotionally for the next stage of their learning journey.



A community and school-led school improvement system

All children and adults are positive citizens within the areas they live and the school it serves.

- ✕ **ENJOY** coming to school and learning experiences available to them;
- ✕ Are **ENRICHED** with a wealth of opportunities inside and outside of lessons and the curriculum, so that all talents are identified and nurtured;
- ✕ **ACHIEVE** high standards:
 - ✕ academically, in terms of examination results;
 - ✕ personally, through their respect for others and their environment;
 - ✕ socially, through their contribution to the life of the school and wider community

Bridge Academy Trust

Our People Strategy

We aim to transform teaching, leading, and learning to fulfil our commitment to giving our children, young people and our communities, the high-quality education they deserve. Each facet of our improvement strategy recognises the need for schools and the wider MAT to recruit, nurture, grow and plan for the succession of a high-quality workforce.

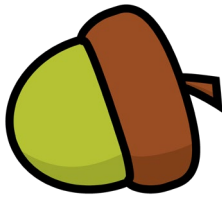


We recognise the development (support and challenge) of leadership at all levels as the key to sustainable school improvement and this is evident in our ongoing financial and resource planning. Frequent and regular time with core improvement team members provides our school leaders and those with leadership responsibility with mentoring, coaching and additional capacity to drive school improvement day to day and over time. There is a shared understanding that school leaders will then work with us to similarly develop staff within their schools, creating a high-quality, committed workforce across our Trust.

You can view our full People Strategy via the Trust website:
<https://www.bridgeacademytrust.org/work-with-us/>

Bridge Academy Trust

Schools in our Trust



Acorn Academy



Chipping Ongar Primary School



High Ongar Primary School



Mildmay Primary School



Moulsham High School



Notley High School
& Braintree Sixth Form

Notley High School
& Braintree Sixth Form



Oaklands Infant School



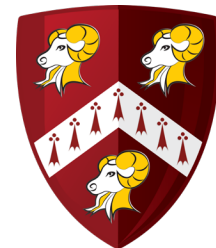
Ongar Primary School



Richard de Clare Community
Academy



The Ongar Academy



The Ramsey Academy

Bridge Academy Trust

Contact Us

For an application form please contact:

Our HR Department

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e-mail hr@bridgeacademytrust.org

Bridge Academy Trust

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