

Albany Academy

TEACHER OF ENGLISH APPLICATION PACK

MAY 2025

ALBANY ACADEMY
Teacher of English
Required from September 2025
Full-time (MPR / UPR)

We are looking to recruit an enthusiastic and energetic English teacher to join our 'world class school'.

Albany Academy is a highly successful and popular 11-16 school situated in Chorley, Lancashire. With 723 pupils currently on roll, the school provides an excellent education within a nurturing and caring environment where every student is well-known by every member of staff.

The governors are looking to appoint a dynamic, enthusiastic and inspirational English teacher to work within the Languages Faculty to ensure the delivery of continuous improvement for our pupils. The post would be suitable for an ECT or an experienced teacher.

The successful candidate will join the school at an exciting time:

- We are a Living Wage Employer.
- The school is part of Albany Learning Trust, a tight-knit academy trust and has links across the region, nationally and internationally with other schools, trusts and education organisations.
- We offer award winning professional development.
- We have 10 inset days per year.
- We offer enhanced PPA with maximum class sizes of 30.

The successful candidate will:

- Believe that high performance is possible for the vast majority of children, not just a few.
- Be an excellent classroom practitioner.
- Be innovative and inspirational to both pupils and colleagues.

Application documents are available to download in the vacancies section of the school website www.albanyacademy.co.uk/vacancies

Apply online by the closing date of midday, on Monday 19th May 2025, to:
[**vacancies@albanyacademy.co.uk**](mailto:vacancies@albanyacademy.co.uk)

Interviews will take place on Friday 23rd May 2025.



May 2025

Dear Applicant

Thank you for your interest in the post of teacher of English.

Albany Academy is a highly-regarded small school located in the south of Chorley, an area that boasts excellent schools and colleges in all phases. The academy is a high-performing school, which has an excellent reputation in the local area and is heavily oversubscribed. It is consistently in the top 10 schools in Lancashire for pupil progress and in 2022 received the prestigious *World Class School Award*, from High Performance Learning. We are highly ambitious for our students, our staff and the wider educational community and we provide support for other schools, work closely with other providers and are proud to be a member of [Albany Learning Trust](#), the first school trust of its type in Lancashire. Further details about our trust and our values which we want every member of staff to share can be found on the trust [website](#). We believe that all students are capable of high performance.

We have strong links with local teaching schools and local primary schools, and we are part of the SSAT Leading Edge network and [High Performance Learning](#), a world-wide network of schools. Several of our staff provide support to other schools.

Behaviour of students is rated as good by Ofsted and students are well prepared for the next steps in their lives. Students receive support in developing positive behaviour, their aspirations, resilience and leadership within lessons and beyond.

The successful candidate will join an experienced and highly successful faculty team. The faculty consists of English, French and Spanish. The faculty is made up of a hard-working, dedicated team who thrive on challenge and set high expectations of the students and themselves. It is led by an experienced Head of Faculty, Jennifer Morgan. Staff respond to new initiatives with enthusiasm and innovation, and we are proud of the excellent results the students achieve, some of which have been truly outstanding.

English GCSE results are usually well above national averages and place the subject in the top 10% nationally. We are determined that the faculty and school will become world class and we require a colleague who can help continue our inclusion of [High Performance Learning](#) and increasing challenge in our curriculum. We have recently adopted the OAT curriculum, designed by David Didau.

The ideal candidate should be open to new ideas and would enthuse and motivate both students and staff, immersing themselves in the Albany community. We are determined that the faculty and school will become world class and we require a colleague who can help continue our inclusion of [High Performance Learning](#) and increasing challenge in our curriculum and 'teach to the top'. The ideal candidate will understand that all children are capable of high performance; they will be collaborative with colleagues and respond positively to feedback and the need to continually improve. Albany Academy is an excellent school in which to teach, and the post would be suitable for ECTs as well as experienced teachers. We are part of the Embrace Teaching Hub and have strong links through our trust with other Hubs and organisations.

We take the development of our staff very seriously and we have strong professional development across our trust, which has been recognised this year by the [MAT excellence awards](#). This pack contains a job description, our Professional Development framework for teachers and a copy of the Albany Way. Our [Teacher Training Map](#) also gives a summary and examples of how we train and develop teachers. We are part of the Embrace Teaching Hub and have strong links through our trust with other Hubs and organisations.

As an employer Albany Learning Trust offers the following benefits:

Pension: Access to either the teacher pension scheme or local government pension schemes. These offer defined pension benefits, including generous death in service contribution.

Salary: We are proud to be a living wage employer. We offer competitive rates for all roles.

Travel: Membership of cycle to work scheme, which offers up to 40% off the price of a bicycle, including e-bikes.

Support: Our Employee Assistance Programme (EAP) provides confidential support for staff and their families for both personal and work-related matters.

- We train staff in [Chimp Management](#), which helps with people to manage their mind more effectively, with an approach grounded in neuroscience.
- We have free access to Headspace app, which offers meditation and mindfulness for any mind, any mood and any goal.
- We offer membership of the tech scheme, which offers up to 40% off the cost of personal IT equipment and white goods.

Priority: Children of staff have priority admissions to their school.

Development: Our high-quality training ensures personal, professional development and allows staff to become expert in their role. A clear progression route within the Trust also provides opportunities to prepare staff for their next career step. Partnerships with the top professional bodies and training providers ensures high quality, evidence-based training is always available to all staff. All our classroom staff receive training in [High Performance Learning](#) teaching and have access to HPL training pathways. Our leaders are trained by [Leadership Matters](#) and have access to professional leadership qualifications including NPQs.

Our school and trust websites provide a great deal more information about the school which you may find useful as part of the application process. Prospective candidates are always welcome to visit the school and visits can be arranged by contacting Mrs Shaw on 01257 244020.

We may use internet searches using information held in the public domain to perform due diligence on candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

If you are successful as a candidate for this post, you will be a welcome new addition to our staff. Albany Academy is a small friendly school with a strong sense of identity that engenders real loyalty amongst all who are associated with it.

Please return a completed application form, along with a supporting letter of no more than two sides of A4, showing how you meet the person specification, before the closing date of mid-day on Monday 19th May 2025. Applications should be submitted electronically to vacancies@albanyacademy.co.uk. Interviews are scheduled to take place on Friday 23rd May 2025. I look forward to receiving your application.

Yours faithfully

P Mayland
Headteacher

ALBANY ACADEMY

JOB DESCRIPTION

Job Title: Teacher of English

Responsible to: Head of Faculty – English

Responsible for: No line management responsibility

ETHOS

Promoting the ethos of the Academy is a shared responsibility to which teaching staff make a significant contribution.

PRINCIPAL RESPONSIBILITIES

To provide the highest quality of education, care and preparation for life for all students in the academy in accordance with the Teacher Standards (indicated in brackets through the rest of this document in *italics*).

DUTIES & RESPONSIBILITIES

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

Main Responsibilities as a Subject Teacher

- To participate with the Head of Faculty and other colleagues in the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge students of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses; (*TS1, TS4, TS5*)
- To ensure that all lessons are planned, prepared and delivered with clear differentiation to cater for students of all abilities and backgrounds whilst ensuring individual student progress; (*TS1, TS2, TS5*)
- To deploy support staff effectively (*TS8*)
- To share in the preparation and delivery of SMSC elements in all lessons across the curriculum; (*TS8*)
- Employ a variety of interactive teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children's intellectual curiosity; (*TS4*)
- Impart knowledge and develop understanding through effective use of lesson time; (*TS3, TS4*)
- To maintain an up to date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice; (*TS3*)
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject; (*TS3*)
- Reflect systematically on the effectiveness of lessons and approaches to teaching; (*TS4*)
- To take responsibility for improving teaching through appropriate professional development, including participating in coaching as a coach and coachee and responding to advice and feedback from colleagues; (*TS8*)
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired on a regular basis according to the academy homework policy; (*TS4, TS8*)
- To use directed time to actively contribute to the wider life of the school by organising and running appropriate extra-curricular activities. (*TS8*)
- To fully incorporate the teaching of skills including literacy, mathematics and communication into subject delivery. (*TS3*)

Management and assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; (TS6)
- To take responsibility for particular aspects of the subject(s) in consultation with the Head of Faculty (TS8)
- Use relevant data to monitor progress, set targets and plan subsequent lessons; (TS6)
- Be accountable for students' attainment, progress and outcomes; (TS2)
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; (TS6)
- To register each class using the electronic registration system according to school procedures. (TS7)
- To take responsibility for the safe keeping of the electronic folder or laptop used for registration etc. (TS7)
- To keep appropriate records and to complete assessments and profiles of students as required by whole-School and Faculty policies. (TS6)
- To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience. (TS8)
- To monitor and control the use and storage of teaching materials, books and equipment. (TS8)
- To supervise the use and care of the Academy fabric and equipment by the students and to ensure their adherence to relevant health and safety regulations. (TS8)

Communications and Meetings

- Communicate effectively with parents with regard to pupils' achievements and well-being; (TS8)
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; (TS8)
- To alert Head of Faculty, Pastoral Leaders and other staff as appropriate to problems arising with individual students in accordance with whole-school policies; (TS7)
- To participate actively in meetings with colleagues and parents; (TS8)
- To attend INSET sessions and working parties related to new initiatives in teaching and learning. (TS8)

Finance

- To be informed about the financial basis of the operation of the academy and to assist in seeking ways of deploying resources to the maximum benefit of the students; (TS8)
- To ensure that equipment, books and premises are maintained in accordance with academy policies. (TS8)

GENERAL DUTIES

- To adhere to the policies and procedures of Albany Academy.
- To carry out 'the duties of a schoolteacher' as set out in the Schoolteachers' Pay and Conditions Document & Teacher Standards.
- To share in the responsibility for the development and well-being of all students.
- To share in the responsibility for the development of E-Learning, the innovative use of ICT and the innovation of classroom practice.
- Make a positive contribution to the wider life and ethos of the school.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected within the Academy community based on mutual respect between students and staff.
- To take a pro-active part in the academy's appraisal system, both as a reviewer and reviewee, with the ultimate aim of improving standards of teaching and learning in the academy.
- To take reasonable care of one's own health and safety and that of others and inform the Facilities Manager of any concerns with regard to health and safety.
- To undertake any further reasonable duties as requested by the Headteacher.

PERSON SPECIFICATION

ESSENTIAL	DESIRABLE
<p>Qualifications and Experience</p> <ul style="list-style-type: none"> • To hold a degree in relevant subject area. • To be a qualified teacher. 	<ul style="list-style-type: none"> • A proven track record of examination success to GCSE. • Duke of Edinburgh's Award. • NPQLT. • BASIC Coaching.
<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Excellent subject knowledge and classroom practice. • To plan lessons in line with schemes of work and develop new schemes in line with national curriculum. • To use ICT to support and enhance learning. • To understand the process of learning. • To have knowledge of special educational needs. 	<ul style="list-style-type: none"> • To have knowledge and understanding of the latest educational developments. • A strong commitment to develop own skills and knowledge.
<p>Personal Qualities</p> <ul style="list-style-type: none"> • To be able to relate to and motivate staff, parents and pupils. • The ability to listen to and understand others. • Consistently high expectations and standards • To be an effective communicator with exceptional interpersonal skill. 	<ul style="list-style-type: none"> • Influencing and negotiation skills.
<p>Approach to Work</p> <ul style="list-style-type: none"> • High motivation and professional commitment. • A commitment to pupil centred education. • A commitment to involving parents as partners in the education process. • To aspire to be an outstanding classroom practitioner. 	<ul style="list-style-type: none"> • Continued professional development since qualification. • Contribution to wider school life outside the classroom.

The Albany Way

We succeed because we care.

Community

This is a *community* where everyone is valued, can make a contribution and is empowered to take control of their own destiny. Where everyone *works together* and learns from each other.

Aspiration

We hold *hope* for every individual member of our community. In recognising their personal circumstances and by offering opportunities, we lay the foundations for their *future success*.

Resilience

Within our nurturing community we recognise that success is built on *effort*, a 'can do' attitude, ensuring the little things are done well and having no fear of failure. Everyone sets themselves the highest expectations and maintains a *hunger for improvement*.

Enthusiasm

As a result, we develop *well rounded human beings*, who are prepared to make a positive contribution to our wider community; who demonstrate mutual respect, empathy, an acute appreciation of fairness and a *strong sense of self-worth*.



ALBANY ACADEMY PERSONAL PROFESSIONAL DEVELOPMENT FRAMEWORK

Career Stage	What can I do?	PPD opportunities in school	PPD opportunities through Links	PPD opportunities through national & international links
Induction Year Work towards achievement of National Induction Standards	<input type="checkbox"/> Join a professional association <input type="checkbox"/> Complete Career Entry and Development Profile <input type="checkbox"/> Start a Professional Development Portfolio <input type="checkbox"/> Reflect weekly on teaching <input type="checkbox"/> Work with a mentor	<input type="checkbox"/> Albany Academy induction programme <input type="checkbox"/> Observe teaching by department colleagues <input type="checkbox"/> Meetings with mentor and ITT Leader <input type="checkbox"/> Receive developmental feedback from a colleague <input type="checkbox"/> Attend staff PPD – INSET days <input type="checkbox"/> Lesson observation programme <input type="checkbox"/> Receive in-class support <input type="checkbox"/> Observation of exemplar practice during open door weeks <input type="checkbox"/> Plan and lead assemblies <input type="checkbox"/> Shadow an experienced member of staff on parents' evenings <input type="checkbox"/> Support in writing student reports	<input type="checkbox"/> Visit other schools <input type="checkbox"/> Observe other teachers <input type="checkbox"/> Meet with strategic leaders within school such as Literacy & Numeracy, E-safety, safeguarding, HA, educational visits	<input type="checkbox"/> HPL induction
Development Years 2, 3 & 4 Opportunities for teachers to begin to work towards exceeding some of the National Teaching Standards	<input type="checkbox"/> Maintain a Professional Development Portfolio <input type="checkbox"/> Record, reflect and self-evaluate your PPD <input type="checkbox"/> Undertake personal research <input type="checkbox"/> Be aware of trends in education via internet/twitter/professional sites <input type="checkbox"/> Analyse and interpret pupil data <input type="checkbox"/> Look at opportunities to lead training for other staff <input type="checkbox"/> Reflect weekly on teaching	<input type="checkbox"/> Observe teaching by colleagues – and have the opportunity to deliver feedback <input type="checkbox"/> Be observed and receive developmental feedback <input type="checkbox"/> Attend staff PPD – INSET days <input type="checkbox"/> Share good practice at faculty meeting <input type="checkbox"/> Share good practice at a Staff Meeting <input type="checkbox"/> Receive in-class support <input type="checkbox"/> Be coached by a peer <input type="checkbox"/> Arrange an out-of-school educational visit for pupils <input type="checkbox"/> Plan and lead an assembly <input type="checkbox"/> Opportunities to present to staff/parents <input type="checkbox"/> Take part in NQT/ITT mentoring <input type="checkbox"/> Focused discussion about your PPD needs as part of appraisal <input type="checkbox"/> Deliver Open door exemplar lessons <input type="checkbox"/> Lead a department initiative <input type="checkbox"/> Opportunities for team teaching <input type="checkbox"/> Standardization meetings for subject <input type="checkbox"/> Be responsible for a tutor group	<input type="checkbox"/> Early Professionals Development courses <input type="checkbox"/> Visit other schools <input type="checkbox"/> Observe other teachers <input type="checkbox"/> Participate in local network meetings <input type="checkbox"/> NPQLT	<input type="checkbox"/> Early Professional Development courses <input type="checkbox"/> Take part in certificate, diploma or masters degree programmes. <input type="checkbox"/> SSAT Leadership Legacy

<p>Enhancement</p> <p>Years 4, 5 & 6 and subsequent years The PPD entitlement provides opportunities for all teachers to work towards exceeding all of the National Teaching Standards. Apply for Threshold.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain a Professional Development Portfolio to show planning, progression, data analysis, work samples and PPD opportunities <input type="checkbox"/> Participate in on-line discussion groups <input type="checkbox"/> Undertake classroom and action research <input type="checkbox"/> Develop your observation and coaching skills <input type="checkbox"/> Read academic and professional journals <input type="checkbox"/> Become an exam marker/moderator <input type="checkbox"/> Reflect weekly on teaching <input type="checkbox"/> Preparation for threshold application 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead Staff Training – INSET Days, PPD Sessions <input type="checkbox"/> Opportunities to attend a Middle Leaders meeting <input type="checkbox"/> Present to staff/parents and Governors <input type="checkbox"/> Shadow senior colleagues <input type="checkbox"/> Lead a whole school initiative <input type="checkbox"/> Develop observation and coaching skills <input type="checkbox"/> Chair a meeting <input type="checkbox"/> Study/evaluate lessons with colleagues <input type="checkbox"/> Opportunities for team teaching <input type="checkbox"/> Coaching by a peer <input type="checkbox"/> Become a coach <input type="checkbox"/> Mentor a junior colleague <input type="checkbox"/> Focused discussion about your PPD needs as part of Appraisal Cycle <input type="checkbox"/> Middle Leaders PPD <input type="checkbox"/> Join T and L group <input type="checkbox"/> Participate in QA process <input type="checkbox"/> Work shadow appraiser <input type="checkbox"/> Participate in Budget training <input type="checkbox"/> Develop and facilitate links to primary schools/colleges 	<ul style="list-style-type: none"> <input type="checkbox"/> Visit other schools <input type="checkbox"/> Observe other Teachers <input type="checkbox"/> Attend subject moderation meetings <input type="checkbox"/> Contribute to or participate in courses, conference or seminars 	<ul style="list-style-type: none"> <input type="checkbox"/> Take part in certificate, diploma or masters degree programmes <input type="checkbox"/> Take part in regional specialist networks <input type="checkbox"/> Take part in Higher Education networks or research groups
<p>Post-Threshold Subject or Middle Leader Focus</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain and progress through UPS1 to UPS2 to UPS3 <input type="checkbox"/> Maintain a Professional Development Portfolio <input type="checkbox"/> Prepare for Specialist Leader in Education (SLE) <input type="checkbox"/> Reflect weekly on teaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Observe/Feedback to ITT / NQT / SCITT students <input type="checkbox"/> Participate in Peer Subject review <input type="checkbox"/> Mentor colleague in Department in development/delivery of SOW <input type="checkbox"/> Coach colleague <input type="checkbox"/> Be a Reviewer for Appraisal <input type="checkbox"/> Facilitate an Action Research project <input type="checkbox"/> Take responsibility for a budget <input type="checkbox"/> Assist in the organisation of a whole school event 	<ul style="list-style-type: none"> <input type="checkbox"/> NPQLTD 	<ul style="list-style-type: none"> <input type="checkbox"/> Take part in certificate, diploma or masters degree programmes <input type="checkbox"/> Teaching fellows programme <input type="checkbox"/> HPL middle leadership
<p>Developing the Leadership Role / Lead Practitioner</p> <p>The PPD entitlement provides opportunities for all teachers to begin to work towards a whole school and system wide role. The National Standard for Head teachers (NPSL)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Contribute to academic and professional journals, books or websites <input type="checkbox"/> Research NCTL website <input type="checkbox"/> Maintain a Professional Development Portfolio to show planning, progression, data analysis, work samples and PPD opportunities <input type="checkbox"/> Become a governor representative 	<ul style="list-style-type: none"> <input type="checkbox"/> Work with a range of agencies <input type="checkbox"/> Chair meetings <input type="checkbox"/> Take part in selection of new staff <input type="checkbox"/> Support/team teach with junior colleagues <input type="checkbox"/> Shadow a senior colleague <input type="checkbox"/> Take on a Lead new role/initiative <input type="checkbox"/> Attend and lead Staff Training 	<ul style="list-style-type: none"> <input type="checkbox"/> Support colleagues in other partner schools <input type="checkbox"/> Lead training in partner schools <input type="checkbox"/> Make presentations at conference/ meetings <input type="checkbox"/> Lead training for ITT /SCITT students 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend Leadership Conferences <input type="checkbox"/> Establish links to Senior leaders at other schools/colleges <input type="checkbox"/> Complete NPQSL

	<input type="checkbox"/> Become a Specialist Leader in Education <input type="checkbox"/> Reflect weekly on teaching	<input type="checkbox"/> Opportunities to present to staff/parents and Governors <input type="checkbox"/> Organization of a whole school event		
Assistant/Deputy Head teacher The CPD entitlement provide opportunities for senior staff teachers to continue to work towards and evidence their achievement of: The National Standard for Head teachers (NPQH)	<input type="checkbox"/> Maintain a Professional Development Portfolio <input type="checkbox"/> Record, reflect, self-evaluate and plan your PPD <input type="checkbox"/> Join a professional association for senior leaders <input type="checkbox"/> Reflect weekly on teaching	<input type="checkbox"/> Lead Staff Training – INSET Days, PPD Seminars. <input type="checkbox"/> Plan program of PPD events <input type="checkbox"/> Organization of a whole school event <input type="checkbox"/> Attend SLT meetings <input type="checkbox"/> Be an appraiser <input type="checkbox"/> Line-manage/Coach a Faculty <input type="checkbox"/> Attend/make presentations to Governors <input type="checkbox"/> Rotate roles <input type="checkbox"/> Take responsibility for a significant part of the school's self-evaluation <input type="checkbox"/> Take a lead on a whole school strategy <input type="checkbox"/> Contribute to the SIP <input type="checkbox"/> Take part in preparation for OFSTED <input type="checkbox"/> Act as Headteacher in Headteacher's absence (Deputies)	<input type="checkbox"/> Attend local Senior Leaders' meetings and networks	<input type="checkbox"/> Complete NPQH <input type="checkbox"/> Attend Leadership Conferences

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