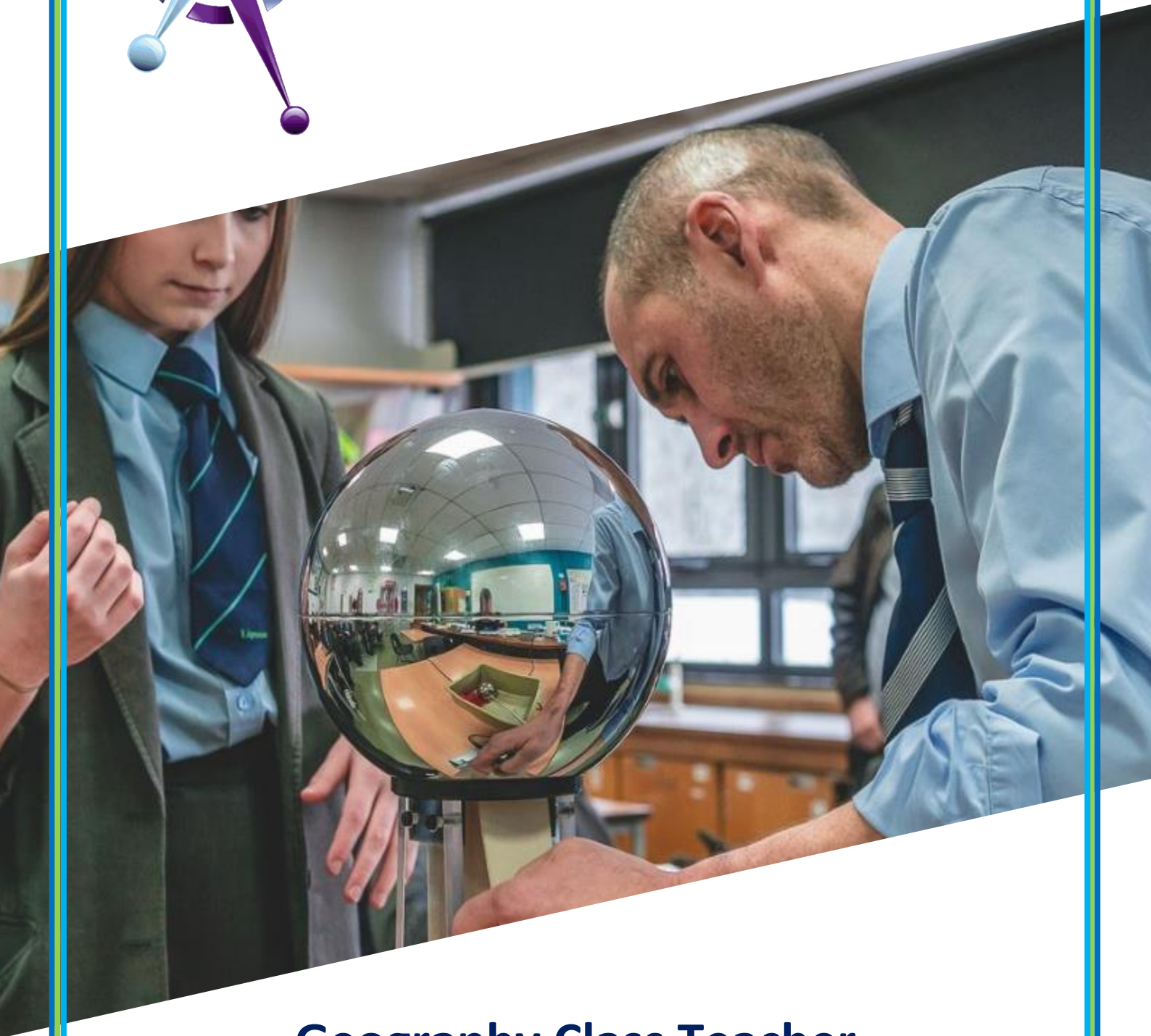




Lipson
Co-operative Academy



Geography Class Teacher

Application Information



Letter to applicant

Welcome to Lipson Co-operative Academy, a school at the heart of its community trying to ensure that every single student is given the best possible opportunity to reach their true potential. We put culture first and believe that everything else follows.

At Lipson we like to do things a bit differently. Kindness is at the heart of everything we do so therefore the relationships between our people at all levels are crucial. Lots of schools talk about the importance of this, but for us it is the foundations upon which everything we do is built. In the classroom and around the school it is the quality of the relationships between our staff and our students that underpins every aspect of our work.

If you join us, you are not just joining a school, you become part of a family. It is a place where everyone is valued and known as an individual. Staff wellbeing is an integral part of our ethos and we are not afraid to say no to the latest initiative or gimmick if we do not think that it will add value to what we are already doing. Our core purpose is to raise levels of student achievement and we will only put our efforts into anything that we believe will have a positive impact on this simple manta. However, Lipson is also about working together and we aim to create an environment where students and staff can have fun, be valued and thrive.

We want our students to be confident, well rounded individuals who are fully prepared and able to play a full role in the world in which they live. It is important that they leave Lipson with the necessary skills and qualities required to make a contribution to society, but it is also vital that they leave us with the necessary qualifications to earn their way in the world.

Our students are fantastic young people and they are rightly very proud of their school. Our role is quite simple. It is to do everything we can to enable the teachers here to teach to the very best of their ability so that our students can learn to the best of theirs. We are not looking for someone who can keep things pottering along nicely, we are looking for someone who wants to change the world and have a major influence on the life chances of the young people in the community that we serve.

We think we are on to something special here at Lipson, come and join us and be the one that makes the difference. We warmly invite you to visit our school to experience for yourself it's unique atmosphere and see the outstanding opportunities we offer our students. I would be very pleased to show you around even in the present climate so please feel free to contact my PA, Amy, to set up a visit or if you would prefer a quick chat over the phone she is available at ahumphries@lipson.plymouth.sch.uk.

Martin Brook
Headteacher





What we believe



Mission

Lipson is an Academy at the heart of our community. We maximise academic and personal success through a student centred education that is personalised, holistic and raises the aspirations of all.

Vision

We want our students to achieve more and be happier at Lipson than at any other school, by delivering an exceptional education for students to become well rounded citizens who have a positive impact on society.

Ethos

Our ethos is quite simple, to enable all of our students to be 'the best that they can be'. We believe that happy, challenged and well supported students perform better, and we ensure the necessary support is in place to help them succeed



About the school



The school became a converter academy on 1st April 2011 continuing on from our journey as a Foundation School supported by a Co-operative Trust in July 2009. Our status as a converter Co-operative Academy afforded us with a once in a lifetime opportunity to build a school around the principles of co-operation which enabled us to close the attainment gap and engender high quality social cohesion through constructive dialogue and mediated learning. We continue the journey today as a Single Academy Trust which allows us to maintain the core values and vision we have had from the beginning.

The Support and Leadership Team (SLT) consists of the Headteacher, Five Deputy Heads and the Business Manager. All members of the SLT are leading professionals in the Academy. They are the custodians of all Academy outcomes and standards. Working with the Trustee Board the SLT provide vision, leadership and direction for the Academy and ensure that it is managed and organised to meet its values and principles. The SLT is responsible for the continuous improvement in the quality of education; for raising standards; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the Academy's aims and objectives. The SLT also secure the commitment of the staff, students, parents and the wider community to the Academy.

The Trustee Board is effective, supportive of the needs of the school and provides regular challenge in order to hold senior leaders to account for all aspects of performance. The Trustee Board is made up of a broad range of representatives with a wide professional skill base which includes an accountant, educational professional, legal advisors and HR professionals. The Trustee Board monitors standards through regular involvement with the school and department link Trustees. Trustees attend relevant training and academy based CPD events which mean they are well informed to fulfil their statutory duties and challenge leaders effectively.

Job Description & Person Specification



Post: Geography Class Teacher

Salary: Joint Union Teacher Pay Scales

Hours of work: As agreed at interview

Start Date: As agreed at interview

Responsible to: Head of Faculty

Summary of the Role:

Teachers at Lipson Co-operative Academy are expected to make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers must act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and must be self-critical; forge positive professional relationships; and work with parents/carers in the best interests of their students.

Teachers at Lipson are expected to commit to and promote the values and principles of the international co-operative alliance. The values are Social Responsibility, Self-help, Self-responsibility, Solidarity, Equality, Equity, Democracy, Openness, Caring for Others and Honesty

As a teacher at Lipson it is expected that you will consistently:

ENTHUSE your teaching groups with both your subject and the process of learning. You will have high expectations of your students and classes, continually raising aspirations and broadening their horizons.

ENCOURAGE all students, including those who may be quiet or low profile within classes, and those who find it harder to learn than others to ensure all students make exceptional progress.

SHAPE your teaching methods to meet the needs of individuals and collaborative working groups effectively to allow them to make exceptional progress.

CHALLENGE students to think for themselves in new ways and set stretching but attainable targets.

SET and **DEMAND** a rigorous **PACE** and rigour to teaching and learning.

STIMULATE inclusive involvement and discussion of the learning material within classes and tutorials.

INSPIRE and command respect of students, their families, and the community; leading by example and setting high professional standards in all aspects of your work, dress and behaviour.

COMMUNICATE individual student progress effectively with students and their families.

LISTEN and get **FEEDBACK** from students and colleagues to inform and improve future practice.

CONTRIBUTE to the outstanding ethos of the Academy, to the morale of colleagues and to the extra-curricular life of the Academy.

INVEST in your own learning and be proactive in your own continuing professional development.

As a teacher at Lipson Co-operative Academy you will be expected to:

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- analyse students' data and exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the Academy/Department homework timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the Academy's assessments and reporting policies.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour for learning policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the School including extra-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents/carers with regard to students' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT	<p>As a teacher at Lipson Co-operative Academy you will be expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that set the required standard for conduct throughout your time working at Lipson.</p> <p>Teachers at Lipson Co-operative Academy must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:</p> <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard students' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. <p>Teachers at Lipson Co-operative Academy must have proper and professional regard for the ethos, policies and practices of the Academy, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.</p>
PERSONAL TUTOR	<ul style="list-style-type: none"> • To act as a personal tutor within the year group system. • To be responsible for the well-being and academic progress of their personal tutor group. • To act as the first point of contact for parents/carers. • To monitor and improve attendance rates for the tutor group. • To be responsible for the discussing with tutees the Academy reward/sanctions system within the tutor group. • To meet regularly with the Head of Year and attend year team pastoral meetings as required. • To support inter-tutor group and extra-curricular activities as arranged by Heads of Year or others with aspects of pastoral responsibility. • To ensure that students follow the Academy's uniform policy. • To ensure that students follow the Academy's rules and policies. • To set a good example in terms of dress, punctuality and attendance.

Other duties and responsibilities:

Carry out other duties that the Principal may reasonably request.

Lipson Co-operative Academy is committed to safeguarding the welfare of children and expect all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff within the School.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

APPLICATION DETAILS

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the school's Governors, should be included in your supporting statement. Please ensure that you take each of the essential and desirable criteria found on the person specification and say why and how you meet these criteria in your application.

For an informal discussion about the role with the Headteacher please contact the Head's PA, Amy Humphries, on 01752 671318 or ahumphries@lipson.plymouth.sch.uk

SAFEGUARDING

The safer recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Lipson Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and of competent, motivated employees who are suited to and fulfilled in the roles they undertake. The academy implements robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role. References must cover the previous five years' employment and please provide an email address for your referees so that we can contact them.

The closing date for applications is: Noon, Monday 19th April. Shortlisted candidates will be invited to interview on Monday 26th April

The application form is available at:

<http://www.lipsonco-operativeacademy.coop/College-Vacancies/>

Please submit your application to:

Stacey Parker, HR and Payroll Officer
hr@lipson.plymouth.sch.uk

