



## Recruitment Pack

### Head of English

Closing Date: Thursday 13<sup>th</sup> May 2021 at 9:00am  
Interviews: Week commencing Monday 17th May 2021

JOB REFERENCE NUMBER: 589016



[www.alphaacademiestrust.co.uk](http://www.alphaacademiestrust.co.uk)

## A Message from the Chief Executive Alpha Academies Trust

Dear Applicant,

Thank you for downloading this application pack and for your interest in becoming a Head of English for The Discovery Academy, part of The Alpha Academies Trust in Stoke-on-Trent.

Our Trust currently consists of six academies:

The Discovery Academy - Age 11 -16

The Excel Academy - Age 11 -16

Eaton Park Academy-Age 3- 11

Maple Court Academy - Age 4 – 11

Reach Academy

Sneyd Academy – Age 4 – 11

We are ambitious and seek to secure the very best outcomes for all our learners, developing pathways from Early Years to Post 16 and beyond. Our ethos is based around nurture and the ambition to drive outstanding achievement – this applies both to our students and our staff. Through continual professional development and extensive pastoral programmes, we strive to create an environment which enables staff to set their own goals and develop professionally.

Parents and stakeholders are at the heart of our learning partnerships. Our Governors are challenging and supportive and all our staff are committed and dedicated to providing the highest standards of education for all children and young people in our academies.

We are looking for dedicated and enthusiastic professionals to join our highly skilled staff and help deliver outstanding educational experiences for the young people of Stoke-on-Trent.

I look forward to receiving your application and meeting you soon.

Yours faithfully,

Mr S French  
Chief Executive Officer

## The Context

The City of Stoke-on-Trent is in the West Midlands and has a population, of 249,000, which is predominately white British but with a significant minority ethnic community. Ambitious plans are underway to transform and renew the City through major investment in health, housing, economic development, and education. The 'Potteries' as Stoke-on-Trent is affectionately called is renowned for its world class ceramics industry and industrial heritage. The Midlands power house is driving economic growth and renewed prosperity.

The City boasts a strong cultural tradition and is a contender for City of Culture 2020/2021 with its Premier League football team, ceramics heritage and Performing Arts tradition.

With a 10% increase in the number of children, education is of critical importance to the future prosperity of the City, and the BSF programme has established excellent facilities for our young people.

## Aims & Vision

- To create a network of Good and Outstanding Academies that provides excellent academic tuition and vocational experiences
- To provide children and young people with a full range of pathways from early years to post 16
- To inspire all children and young people to aim high
- To close the gap in life chances between those who are disadvantaged and those who are not
- To involve employers in creating innovative learning experiences
- To make sure that young people have the skills for the modern workplace
- To provide extensive information advice and guidance for young people to become well rounded adults, that contribute to society as highly employable responsible citizens

## In an Alpha Academy

- Children and young people develop strong literacy, numeracy and employability skills
- Children and young people enjoy innovative learning experiences, including sport and the arts which lead to high levels of success
- Children and young people's progress is always tracked and monitored and no one falls behind
- Children and young people understand the pathways open to them. Through our Academies the gates to next steps and phases are opened
- Children and young people, parents and staff feel valued, safe, supported and have a voice
- Children and young people have the best staff and Academy leaders as their role models
- Children and young people enjoy inspirational learning environments which are safe, well maintained and constantly improved
- Children and young people enjoy the best catering and nutrition
- Staff have an entitlement to first class training, coaching and support
- Staff have opportunities to progress from the start of their career onwards
- Employer partners contribute to curriculum design
- Governance is strong, challenging and supportive
- Parents are partners in their children's education

## Our Academies

### The Discovery Academy

Our largest Academy opened in September 2011 and moved into a new £25 million accommodation in September 2013. Student numbers are increasing and attainment for all students is improving steadily. The highly qualified and committed staff follow the 'mission statement' of Expect Excellence. Steady improvement was validated by Ofsted in 2016 with good judgments for teaching, behaviour and leadership. In 2017 we are very proud that Discovery was the most improved Academy in the City, with results continuing to improve in 2018.



"The quality of teaching and the curriculum have improved significantly. Both suit the needs of pupils and accelerate their progress."

"Governors are relentless in their drive for higher standards. Their support and challenge are effective in improving current standards."

"There is a clear sense of equality and inclusion in the school. Diversity is recognised and valued. This encourages harmony in the community in which the school is located and in the wider area. Pupils told inspectors, 'Everybody is welcome here'."

### The Excel Academy

Holden Lane High School converted to become the Excel Academy in March 2014 and has consistently been one of the highest performing academies in Stoke-on-Trent. Student numbers are increasing rapidly as the success of the Academy has led to many years being oversubscribed. It is the school of choice in the north of the city and is housed in new build and refurbished buildings.

The Academy was inspected by Ofsted in November 2016 and maintained a 'Good' judgement and is focused on becoming an outstanding provision.



"Expectations of staff and pupils are high. There is a strong team spirit across staff at all levels in the school and they are very committed to the school's ethos of 'Pride and Respect'."

"The Excel Academy is now the school of choice for an increasing number of local parents and, consequently, it is now oversubscribed and has large cohorts in lower year groups."

"The great majority of parents who responded to Ofsted's online questionnaire, Parent View, confirmed that their children make good progress in school and that they would recommend the school to other parents. One parent wrote, 'I am very happy with my child's education. My child enjoys school and is happy to attend Excel Academy. I couldn't wish for more.'"



## Eaton Park Academy

Eaton Park converted to become an academy in 2012 and has consistently been one of the highest performing academies in Stoke-on-Trent for the last few years. In 2018/19 we were the highest performing primary school in Stoke on Trent and for the last two years we have been in the top 3% of schools nationally for pupil progress. Student numbers are consistently increasing due to the successes of the academy and its popularity locally. Eaton Park Academy has around 500 pupils and is one of the larger primaries in Stoke, offering places from Nursery through to Year 6.

The Academy was inspected by Ofsted in March 2019 and maintained a 'Good' judgement, we are now focused on becoming an outstanding provision.



*"As a result, pupils continue to achieve well and by the time they leave Year 6, pupils' progress in reading, writing and mathematics is consistently above the national average. In 2018, pupils' progress was significantly above average and in the highest 10%."*

*"Leaders' high ambitions for pupils and provide effective support and challenge to leaders to continually improve the school."*

Parent View, are highly positive about the school and would recommend it to others. Staff are proud to work at the school. They say that they are well supported by leaders to carry out their roles effectively.

## Maple Court Academy

Maple Court is a large primary academy with almost 500 pupils located in the Bentilee area of Stoke-on-Trent. Children enter the Academy with very low literacy and numeracy skills and the academy is ambitious to provide all pupils with the skills, knowledge and understanding to succeed in later life. We expect excellence from everyone and believe that all of our pupils can achieve excellence too.

The Alpha Academies Trust sets a very clear vision for all its educational providers: to champion the life chances of learners in the community it serves. This vision is systematically implemented in Maple Court Academy. As a result, pupils receive good quality education in a safe environment where their best interests are uppermost.



Since it became an Academy in 2014 standards have improved. As a result, the Academy achieved a good grade in its 2016 Ofsted Inspection. Our approach to teaching and learning is very inclusive and we strive to ensure that the support and feedback given to pupils results in all groups learning equally well in lessons.

Alpha Academies Trust and our governors have supported significant investment in buildings and facilities here since 2014, creating a first class learning environment for pupils and staff alike. We are proud of the improvements we have made at Maple Court Academy and urge all candidates for positions here to come and see it for themselves.

“The College Academies Trust (Alpha Academies Trust) has set a clear vision for the academy to provide an excellent quality of education for its pupils. The Trust and the local governing body hold leaders rigorously to account for delivering this strategic plan.”

“The College Academies Trust (Alpha Academies Trust) sets a very clear vision for all its educational providers: to champion the life chances of learners in the community it serves. This vision is systematically implemented in Maple Court Academy. As a result, pupils now receive good-quality education in a safe environment in which their best interests are uppermost.”

“The approach to teaching is very inclusive. The individual challenge, support and feedback given to pupils ensure all groups learn equally well in lessons. For example, disabled pupils and those with special educational needs are well supported in lessons, and so learn as well as other pupils.”

### **Reach Academy**

Reach Academy was established to give the students in Stoke-On-Trent the very best in Alternative Provision. Many of our students have found it difficult in mainstream schools but develop a new attitude towards education here.

We thrive off developing positive traits in young people around resilience and ambition and believe every young person has a right to access outstanding education in order to develop this. We want every student to progress to further education at 16 or pursue their career of choice.

We offer a broad and balanced curriculum and a therapeutic enrichment programme focusing on individual interests and skills and provide option choices which engage, enrich and encourage our students to achieve excellence.

### **Sneyd Academy**

Housing almost 600 pupils, Sneyd Academy is one of the largest primary academies in Stoke-on-Trent. It is located in the centre of the city with good access to local facilities such as Central Forest Park and Festival Park. The Academy serves a diverse population from the Sneyd Green, Cobridge and Burslem areas and is very much a school at the heart of its community.

The school has two beautiful Victorian buildings which opened in 1901. In addition, a purpose built Early Years and KS1 block was added to the site in 2016 and a fully refurbished, purpose built dining room completes the accommodation. The school has extensive grounds which supports the lively school curriculum. The school was judged good at its last inspection in 2015.

*“Governance is strong. Governors share the headteacher’s drive to ensure the best results for pupils.”*

*“Pupils are very polite and courteous. Pupils are welcoming to visitors and keen to talk about their work. Pupils are very proud of their school and show this by wearing their uniform with pride and showing respect for the pleasant and vibrant learning environment.”*

*“The quality of teaching across the school is consistently good, with some that is outstanding.”*

*“Pupils show positive attitudes to learning and make good progress.”*

In total, over 4,000 students aged 4-19 years are currently on roll and supported in our Academies. In addition, we employ approximately 525 staff across the Trust.

## Job Description

This post is subject to an Enhanced DBS Identity Check under the Rehabilitation of Offenders Act (1974).

Candidates called for interview will be required to provide photographic proof of identity, proof of address and original qualification documents.

### PURPOSE OF POST

The Head of Faculty will be in tune with the ethos of the Alpha Academies Trust and will be responsible and accountable for:

- Providing the strategic leadership and management to achieve outstanding successes for all students.
- Maintaining and/or raise standards of student attainment and achievement within the Academy and monitor and support student progress.
- Student progress and development within the subject area.
- Developing and enhancing the teaching practice of others.
- Ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject/Faculty, in accordance with the aims of the Academy and the curricular policies.
- Leading, managing and developing the Faculty.
- Effectively managing and deploying teaching/support staff, financial and physical resources within the Faculty to support the designated curriculum portfolio.
- Monitoring and supporting the overall progress and development of students as a class tutor.
- Undertaking the professional duties of a teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

**Responsible for:** The teaching staff and other specified personnel and for the provision of a full learning experience and effective support for students within the team and Faculty.

**Liaising with:** Principal, Senior Leadership Team, Heads of Faculty/Other Subject Leaders, Pastoral Leaders, SENDCo, Student Support Services and relevant staff with Academy responsibilities, relevant support staff, LA representatives, Link Governor, external agencies and parents/carers.

### Leadership Responsibility Structure

A Leadership Role is awarded for undertaking a sustained additional responsibility for the purpose of leading a Faculty to ensure the continued delivery and improvement of high quality teaching resulting in high quality learning outcomes and student progress ensuring that every child receives a good education and achieves high standards. The role includes a significant responsibility for which there is accountability beyond that expected of all classrooms teachers and that the role:

- is focused on teaching and learning
- requires the exercise of the teacher's professional skills and judgement

- requires the teacher to lead, manage and develop a subject or curriculum area: or to lead and manage student development across the curriculum
- has an impact on the educational progress of students other than the teachers' assigned classes or groups of students
- involves leading, developing and enhancing the teaching practice of other staff.

## Key Roles

Key roles include that of:

- Strategic direction and development of the teams and Faculty
- Teaching and Learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

Policies and working documents reflecting Academy practice that teams and Faculty leaders are accountable for implementation as part of their role in ensuring the effective delivery of the national curriculum within their teams and Faculty, monitoring students' learning and maintaining an environment where students can learn at a collective and individual level include:

- Academy Improvement Plan
- Subject Improvement Plan
- Teaching, learning and Curriculum Policy incorporating Sex Related Education
- Academy Self Evaluation Process (SEF)
- Performance Management Policy
- Assessment, Recording and Reporting Policy (ARRP)
- Behaviour Management Policy
- Work Related Learning
- Enterprise Education
- Personal, Social and Health Education
- Citizenship Learning

These policies and other working documents may be added to or amended as directed by the Principal and Governors.

## Strategic Direction and Development

Within the context of the Academy's aims and policies, Heads of Faculty are accountable for development, implementation and review of subject policies, plans, targets and practices. Heads of Faculty are expected to have the knowledge, skills and expertise to move their subject/Faculty forward. The following identify aspects to aid strategic direction and development:

### Subject Level

- Use of comparative data and national averages.
- Up to date knowledge – subject, national, pedagogy, classroom management, research and inspection findings.
- Statutory requirements.
- Use of ICT.
- Commitment to own development.



## Whole Academy Level

- Contribution to whole Academy strategy and leadership.
- Contribute to development of Academy policy (e.g. the spiritual, moral, social and cultural development of students).
- Liaison with external agencies.
- Represent team views, concerns and interests.
- Support Academy ethos and policies.
- Parents/Carers.

## High Standards of Teaching and Learning

Heads of Faculty are accountable for securing and sustaining effective teaching of their subject, evaluating the quality of teaching and learning and standards of students' achievements and set targets for improvement. The following identify aspects that will enable Heads of Faculty to carry out their role:

- Role model.
- Implementation of national strategy (e.g. pedagogy/methodology).
- Self-evaluation within and beyond own subject.
- Lesson observation.
- Ambiance/climate for learning.
- High expectations.
- Delivery of training.
- Learning styles and thinking skills.
- Use of data analysis.
- Marking and assessment.
- Reporting.
- Planning, schemes of work.
- Organisation of teaching throughout the Academy.
- Meet the needs of all students (including management of behaviour and its impact on learning).
- Intervention strategies (e.g. booster classes, use of National Strategy resources).
- Educational enhancement (e.g. trips/visits).

## Student Outcomes

- |                                 |                                |
|---------------------------------|--------------------------------|
| • Key Stage 3.                  | • Behavioural standards.       |
| • Key Stage 4.                  | • Extra-curricular activities. |
| • Examinations/ accreditations. | • Attendance and punctuality.  |

## Leading and Managing Staff

Heads of Faculty are accountable for providing all those involved in the teaching or support of the subject with support, challenge, information and development necessary to sustain motivation and

secure improvement in teaching. The following identify aspects and prompts, (not exhaustive) incorporated within the leadership and management role:

### **Performance Management**

Line management of team members:

- Overall performance.
- Challenging objectives and their review.
- Development that reflects Academy, departmental and individual needs and aspirations.
- Capability.

### **Personnel**

- Effect and contribute to the strategic leadership and management of the team.
- Participation in the selection of new staff.
- Delegation where appropriate.
- Communication.
- Organisational skills.
- Support, guide and motivate team members and support staff.
- Heighten common purpose/shared vision – secure commitment with team.
- Team work.
- Chairing meetings.
- Coaching.
- Mentoring.
- Induction.
- Performance management.
- HLTAs/TAs/Support Staff/Administrative Staff.
- References.

### **Efficient and effective deployment of staff and resources**

Heads of Faculty are accountable for identifying appropriate resources for the subject and ensuring that they are used efficiently, effectively and safely. The following identify aspects to aid leadership and management role.

- Accommodation – ambiance conducive to learning.
- Risk assessment.
- Value for money.
- Effective deployment of staff.
- Safety

### **General**

- The duties and responsibilities of the post will be subject to those detailed in the Academy contract issued to all teachers.
- This Job Description does not define in detail all the duties/responsibilities of the post. It will be reviewed at least once a year as part of the performance management process and

may be subject to modification or amendment after consultation and agreement with the post holder.

- Staffs' individual priorities for each academic year will be identified through team plans. It is the responsibility of each individual member of staff to meet the agreed targets within the context of the Academy's improvement plan.
- Team priorities for each academic year will be identified through the Academy's improvement plan. It is the responsibility of the Head of Faculty to ensure team plans are implemented, monitored and reviewed and for individual team members to meet the targets set.

Sick and holiday pay are in accordance with statutory requirements.

**PERSON SPECIFICATION****APPOINTMENT OF: HEAD OF FACULTY**

MINIMUM ESSENTIAL REQUIREMENTS	MEASURED BY:  A) APPLICATION B) TEST/EXERCISE C) INTERVIEW
<b>QUALIFICATIONS/TRAINING:</b> <b>It is essential that the post holder:</b> <ul style="list-style-type: none"> <li>• Degree or equivalent qualification.</li> <li>• Qualified teacher status.</li> <li>• Recent and relevant personal and professional development.</li> <li>• Recent and relevant leadership and/or management qualification.</li> </ul>	<b>A</b>
<b>EXPERIENCE/KNOWLEDGE:</b> <b>It is essential that the post holder:</b> <ul style="list-style-type: none"> <li>• Recognised high quality record as an effective and efficient subject teacher and tutor.</li> <li>• Successful leadership and management experience in a relevant curriculum, pastoral or wider school role.</li> <li>• A track record of organising curriculum and extra-curricular events.</li> <li>• Proven track record of managing change to make a demonstrable impact on performance.</li> <li>• Experience in developing effective working relationships with partners and stakeholders in and out of school.</li> <li>• Successful experience of strategic development planning, implementation and self-evaluation with clear, successful outcomes at a team level.</li> <li>• Experience of developing individualised learning that has impacted on students' learning and teaching approaches adopted by staff.</li> <li>• A good knowledge and understanding of key national education priorities, policies and programmes in relation to the role.</li> <li>• A well-developed philosophy of high aspirations and expectations for every student to receive a good education and achieve high standards in the context of the curriculum specialism or faculty.</li> </ul>	<b>A &amp; C</b>
<b>SKILLS AND ABILITIES:</b> <b>It is essential that the post holder:</b> <ul style="list-style-type: none"> <li>• Be able to articulate a vision underpinned by targets and goals aligned with an ability to empower others.</li> <li>• Ability to translate that vision into reality.</li> <li>• Highly developed interpersonal and communication skills.</li> <li>• Ability to communicate to a wide variety of audiences.</li> </ul>	<b>A &amp; C</b>

<ul style="list-style-type: none"> <li>• Commitment to high standards, continuous improvement, quality assurance and the development of staff.</li> <li>• Ability to establish a positive ethos and sense of high achievement for all.</li> <li>• Ability to manage change; lead innovations and meet challenges successfully.</li> <li>• Strong negotiating and influencing skills.</li> <li>• Recognise the importance to empathise with the needs of students, parents/carers and staff in a firm, consistent manner.</li> <li>• Ability to command respect from students, staff, parents, governors and the wider community and be a strong identifiable presence in the school.</li> <li>• Openness to challenge, risk-taking and creative ideas.</li> <li>• A clear understanding of the collation and implementation of a variety of data capture sources.</li> <li>• Ability to understand, analyse and make effective use of a wide range of data.</li> <li>• Is a capable, energetic and motivating leader who engages people naturally, can operate in a sophisticated network of partnerships and stakeholders and has a strong commitment to comprehensive education.</li> <li>• Can lead and manage a named faculty.</li> </ul>	
<p><b>ADDITIONAL FACTORS:</b>  <b>It is essential that the post holder:</b></p> <ul style="list-style-type: none"> <li>• Responsible for improving the quality of teaching and learning and for raising levels of student progress. The expected outcome will be that every child receives a good education and achieves standards that are at least in line with or better than the standards expected of them.</li> <li>• A willingness to undertake appropriate training.</li> <li>• Awareness and sensitivity with regard to equal opportunities and race equality.</li> <li>• An ability to fulfil all spoken aspects of the role with confidence through the medium of English.</li> </ul>	C

## How to Apply

The Alpha Academies Trust requires an application form to be completed, please note CV's alone will not be accepted. Should you wish to apply, completed application forms should be sent to [apply@alphaacademiestrust.co.uk](mailto:apply@alphaacademiestrust.co.uk) quoting the job reference number detailed on the front page of this document. Your formal letter of application (supporting statement) should be no longer than 2 sides of A4 and should address:

- Why the post attracts you
- How your experiences and achievements match the job and person specification

**Closing Date: Thursday 13th May 2021 at 9:00am**

**Interviews: Week commencing Monday 17th May 2021**



Please note, it is the policy of The Alpha Academies Trust to contact shortlisted candidates only.

### Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

## Academy Location

**Discovery Academy:** Discovery Drive, Stoke-on-Trent, ST2 0GA

**Excel Academy:** Milton Road, Sneyd Green, Stoke-on-Trent, ST1 6LG

**Eaton Park Academy:** Arbourfield Drive, Bucknall, Stoke on Trent ST2 9PF.

**Maple Court:** Beverley Drive, Bentilee, Stoke-on-Trent, ST2 0QD

**Reach KS3:** Chelson Street, Longton, Stoke-on-Trent, ST3 1PT

**Sneyd Academy:** Sneyd Street, Burslem, Stoke-on-Trent, ST6 2NS

## Additional Information

Ofsted Reports: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Information about Stoke City council: [www.stoke.gov.uk](http://www.stoke.gov.uk)

A copy of the most recent inspection report, and copies of the Safeguarding and Safer Recruitment Policies can be found on the Academy website.