



Alpha

Academies Trust

Recruitment Pack

Head of English

Closing Date: Monday 3rd October 2022 at 9:00am

Interviews: To Be Confirmed

JOB REFERENCE NUMBER: 000007



THE DISCOVERY
ACADEMY



Eaton Park
ACADEMY



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 the Head of English, for Excel Academy, part of The Alpha Academies Trust in Stoke-on-Trent.

Our Trust currently consists of five 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

Sneyd Academy – Age 4 – 11

Alpha Academies Trust has a clear purpose to deliver a first-class education for every child and overcome inequality. We intend to achieve this purpose by investing heavily in staff development and developing a quality all through curriculum from birth to post 16. We are committed to work with other stakeholders and Trusts to create a joined-up momentum, that will bring about transformational change in Stoke-on-Trent. We have a rigorous approach to evaluate impact through a research and development culture. This ensures we identify those approaches that have the greatest impact on children and supports the well-being and workload of our staff. We take seriously our responsibilities to the community and future agendas such as environmental sustainability and digital transformation are very much in our line of sight.

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 first class 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 City is benefitting from recent investment which is driving economic growth and renewed prosperity. It is well connected with transport links to the capital and is within one hour of travel to Birmingham or Manchester. The City is one of the fastest for economic growth in the country.

Our Trust Purpose

“Delivering a first class education that
overcomes inequality”

Our Trust Strategy & Aims

- α Adding capacity: to eradicate inequalities by supporting the solutions that will unlock personal and academic potential for every child
- α High performing: to use Trust resources, ensuring we deliver first class education for every child
- α Collaborative: to grow more effective partnerships within and beyond the Trust, that impact on children and are mutually supportive
- α People: to attract, develop and retain excellent people who are valued, supported and encouraged to innovate
- α Finance and Infrastructure: to have strong and sustainable finances with a highly effective infrastructure
- α Leadership: to develop expert leaders and governors with a range of skills, that make a difference to children's life chances.

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
- Children develop skills for the modern workplace
- Children receive extensive information, advice, and guidance to become well rounded adults, who contribute to society as highly employable responsible citizens.

Our Academies

Academy Name	Ofsted Rating	Number On Roll
THE DISCOVERY ACADEMY Expect Excellence	Good	1341
The excel academy STAKE-ON-IRON	Good	1114
Eaton Park ACADEMY Enjoy Progress. Achieve.	Good	489
LANCELLOTTI ACADEMY	Requires improvement	440
Sneyd Academy LEARN ACHIEVE BELIEVE	Good	550

Supporting 4000 Children

Our Academies

The Discovery Academy

The Discovery Academy is one of the most improved and fastest growing academies in the area, boasting a £21 million building, world class facilities and belonging to a forward looking Trust who have a number of successful local schools.

The Discovery Academy help students develop ASPIRE skills, values and behaviours. ASPIRE is central to our curriculum vision and our highly motivated staff see learning as a skill for life, opening the door to a world of opportunities and success.



The Discovery Academy Purpose

“Achieve outstanding academic success for every child whilst developing skills, values and behaviours to lead fulfilling lives”



Comments from Ofsted Report of 2019 include;

“Leaders know the school well. They identify weaknesses by carefully analysing the available evidence. Consequently, their strategies to address weaknesses are thoughtful, considered and effective.”

“All staff are very committed to seeing the school improve further. They form a united and hard-working team.”

“A strong culture of care and support exists throughout the school. Consequently, pupils feel safe and are safe in school.”

The Excel Academy

The Excel Academy has consistently been one of the highest performing academies in Stoke-on-Trent. Student numbers have increased rapidly due to the success of the Academy and it is now oversubscribed in all years. 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 2021 and maintained a 'Good' judgement and is now focused on becoming an outstanding provision.



The Excel Academy Purpose

"To provide first class education to equip every one of our students regardless of background or circumstance, with the skills, knowledge and attributes to excel in all aspects of their lives."



Comments from Ofsted Report of 2021 include;

"Leaders, including governors and trustees, are ambitious for all pupils.... there is a strong sense of community within this school....Staff and pupils talk positively about the 'Excel way'"

"Relationships between pupils and teachers are very strong and based on mutual respect.....Pupils are proud of their school.... They are happy and safe.... pupils behave in a calm and mature manner....they study a wide range of subjects and achieve well"

Eaton Park Academy

Eaton Park has consistently been one of the highest performing academies in Stoke-on-Trent for the last few years.

In 2018/19 Eaton Park were the highest performing primary school in Stoke on Trent and for the last two years Eaton Park 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-on-Trent, offering places from Nursery through to Year 6.



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

Eaton Park Academy Purpose

"Carving pathways to success for all regardless of social and academic background."



Comments from Ofsted Report of 2019 include;

"The leadership team has maintained the good quality of education in the school since the last inspection. You and your team of committed senior leaders have created a motivating and inspiring learning environment in which pupils thrive."

"Pupils are proud to attend Eaton Park. They enjoy school and are enthusiastic about their learning. In lessons, pupils work hard and co-operate well with their peers."

Maple Court Academy

Maple Court is a large primary academy with almost 500 pupils located in the Bentilee area of Stoke-on-Trent.

Every member of staff in the Academy is fully committed to ensuring that all children work hard, are well supported and make good progress across the curriculum. Ofsted visited the Academy in June 2021 and evaluated rapid progress and good leadership.

Maple Court offers enrichment opportunities through its extra-curricular programme and the many academy visits that it offers. Life skills and confidence continue to grow through its student character development, raising aspiration and ambition by opening up the world to its students.



Maple Court Academy Purpose

“To develop motivated, inspired, independent children who have a love of learning and are curious to know more.”



Comments from Ofsted Report of 2021 include;

“The quality of learning is on the up and standards are beginning to rise. Lessons are purposeful, classrooms are calm places in which to learn and staff treat pupils fairly”

“Ambitious leadership from trust and school leaders is making its mark. Since the previous inspection, leaders have made expectations clear and lifted everyone’s aspirations. They have injected new purpose to the school through a mix of challenge and support.”

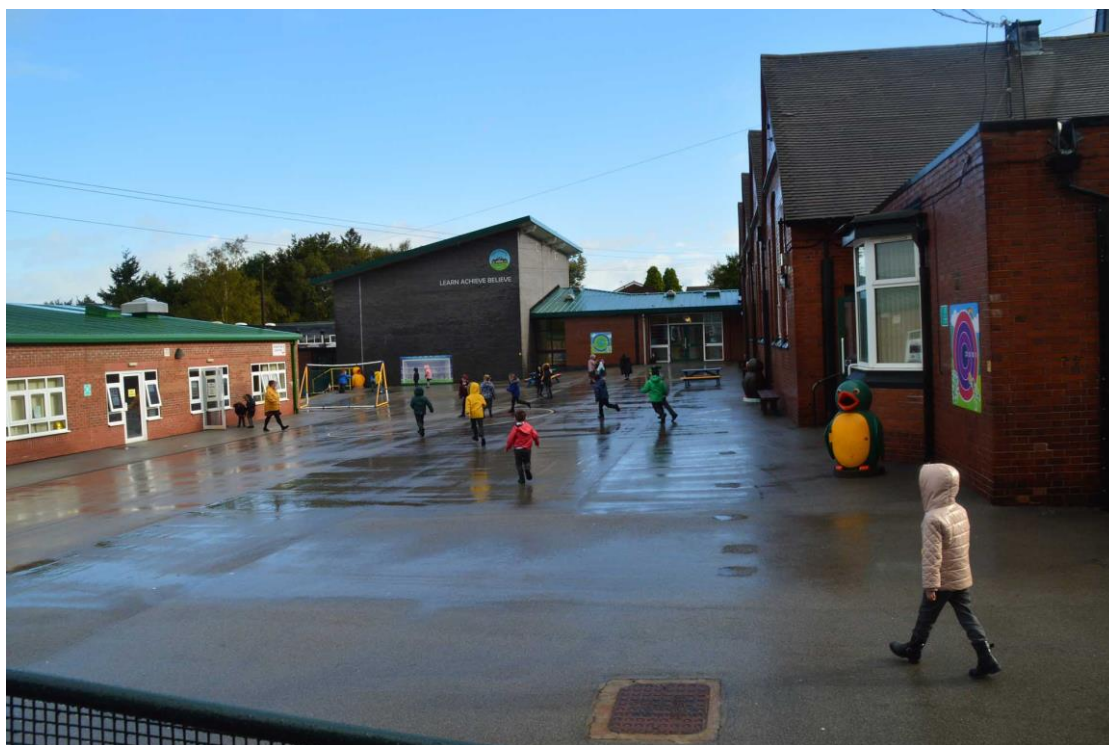
Sneyd Academy

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.



Sneyd Academy Purpose

“Sneyd Academy is a happy, caring school where all successes are celebrated.”



Comments from Ofsted Report of 2015 include;

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

“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.”

“Pupils say that staff and fellow pupils are kind and considerate. As a result, they feel safe and well cared for.”

In total, over 4,000 students aged 3-16 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.

Main Purpose of the 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

Core Responsibilities, Tasks and Duties

I. 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.

II. 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. |

III. 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

IV. General

- The duties and responsibilities of the post will be subject to those detailed in the Aca 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.

V. Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Trust Health and Safety policy.

VI. Professional Accountability

	<ul style="list-style-type: none"> The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition, they are to contribute to the achievement of the school's objectives.
VII. Safeguarding	<ul style="list-style-type: none"> Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
VIII. Equalities	<ul style="list-style-type: none"> Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

PERSON SPECIFICATION

APPOINTMENT OF: HEAD OF FACULTY

Minimum Requirements	Measured by:
	A) Application B) Test/Exercise C) Interview
QUALIFICATIONS/TRAINING: It is essential that the post holder: <ul style="list-style-type: none"> Degree or equivalent qualification. Qualified teacher status. Recent and relevant personal and professional development. Recent and relevant leadership and/or management qualification. 	A

<p>EXPERIENCE/KNOWLEDGE: It is essential that the post holder:</p> <ul style="list-style-type: none"> • Recognised high quality record as an effective and efficient subject teacher and tutor. • Successful leadership and management experience in a relevant curriculum, pastoral or wider school role. • A track record of organising curriculum and extra-curricular events. • Proven track record of managing change to make a demonstrable impact on performance. • Experience in developing effective working relationships with partners and stakeholders in and out of school. • Successful experience of strategic development planning, implementation and self-evaluation with clear, successful outcomes at a team level. • Experience of developing individualised learning that has impacted on students' learning and teaching approaches adopted by staff. • A good knowledge and understanding of key national education priorities, policies and programmes in relation to the role. • 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. 	<p>A & C</p>
<p>SKILLS AND ABILITIES: It is essential that the post holder:</p> <ul style="list-style-type: none"> • Be able to articulate a vision underpinned by targets and goals aligned with an ability to empower others. • Ability to translate that vision into reality. • Highly developed interpersonal and communication skills. • Ability to communicate to a wide variety of audiences. • Commitment to high standards, continuous improvement, quality assurance and the development of staff. • Ability to establish a positive ethos and sense of high achievement for all. • Ability to manage change; lead innovations and meet challenges successfully. • Strong negotiating and influencing skills. • Recognise the importance to empathise with the needs of students, parents/carers and staff in a firm, consistent manner. • Ability to command respect from students, staff, parents, governors and the wider community and be a strong identifiable presence in the school. • Openness to challenge, risk-taking and creative ideas. • A clear understanding of the collation and implementation of a variety of data capture sources. • Ability to understand, analyse and make effective use of a wide range of data. • Is a capable, energetic and motivating leader who engages people naturally, can operate in a sophisticated network of partnerships 	<p>A & C</p>

and stakeholders and has a strong commitment to comprehensive education. <ul style="list-style-type: none">• Can lead and manage a named faculty	
ADDITIONAL FACTORS: It is essential that the post holder: <ul style="list-style-type: none">• 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.• A willingness to undertake appropriate training.• Awareness and sensitivity with regard to equal opportunities and race equality.• An ability to fulfil all spoken aspects of the role with confidence through the medium of English.	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 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 for this Post: Monday 3rd October at 9.00am

Interview Date: To Be Confirmed

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

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

Head of English
Excel Academy

Additional Information

Individuals undergoing Pre-Employment Screening are treated impartially and consistently irrespective of any disability they may have, or of their gender, marital status, age, ethnicity, religious affiliation or sexual orientation.

Please note it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. All employees of the Alpha Academies Trust will be required to undertake an enhanced DBS disclosure check if successfully appointed (unless already registered with the DBS update service) and every 5 years following appointment.

The suitability for employment of a person with a positive DBS disclosure will vary, depending on the nature of the job and the details and circumstances of the cautions/convictions/binders. If a positive DBS is received then the Trust will decide whether the individual can be cleared for appointment or whether further investigations are needed.

Ofsted Reports: www.ofsted.gov.uk

Information about Stoke City council: www.stoke.gov.uk

A copy of the most recent inspection report and copies of the Safeguarding Policy can be found on the Academy website.