



Alpha

Academies Trust

Recruitment Pack

Lead Practitioner of English

Closing Date: Monday 30th January 2023 at 9:00am
Interviews: To Be Confirmed

JOB REFERENCE NUMBER: 000061

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 Lead Practitioner of English for 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

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, we are 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 cooperate 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.

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

Purpose of the Post

Main Purpose of the Post	
<p>To develop and implement Learning and Teaching initiatives and strategies principally within the English Faculty at the Academy, which improves the teaching practice of all members of staff and therefore raises student standards and progress.</p> <p>The post will be entirely focused upon Learning and Teaching although the precise scope and role is negotiable with the SLT Line Manager.</p>	
Core Responsibilities, Tasks and Duties	
I.	<p>Duties</p> <ul style="list-style-type: none">• Staff Development and CPD.• Working alongside the Head and second in charge of the English Faculty at the Academy to support the development of teaching that impacts on student learning.• Developing the use of coaching/mentoring techniques and styles to develop teaching practice of teaching staff.• Use monitoring data to measure improvements in teaching and learning so as to measure impact of CPD.• Contributing to cross-curricular Teaching & Learning CPD across The Alpha Academies Trust.• Engaging in professional dialogue with specific colleagues which emphasises improvements in teaching and learning and highlights areas for development, resulting in a positive impact on student learning.• Promote the use of Assessment for Learning (AfL) techniques e.g. teacher questioning and dialogue to improve teaching and deepen learning.• Take responsibility for their own professional development to improve students' learning.
II.	<p>Health and Safety</p> <ul style="list-style-type: none">• 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.
III.	<p>Professional Accountability</p>

	<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.
IV.	<p>Safeguarding</p> <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.
V.	<p>Equalities</p> <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: LEAD PRACTITIONER OF ENGLISH

DEPARTMENT: ENGLISH

Minimum Requirements	Measured by:
	<p>A) Application</p> <p>B) Test/Exercise</p> <p>C) Interview</p>
<p>QUALIFICATIONS/TRAINING</p> <p>It is essential that the post holder has:</p> <ul style="list-style-type: none"> Degree or equivalent qualification Qualified teacher status Recent and relevant personal and professional development 	A
<p>EXPERIENCE/KNOWLEDGE:</p> <p>It is essential that the post holder has/can:</p> <ul style="list-style-type: none"> A track record as an effective and efficient subject teacher of students of all abilities. Demonstrate a positive impact on teaching, learning and standards. Demonstrate an impact on learning which impacts positively on student performance. Experience in developing effective working relationships with a range of partners and stakeholders in and out of the Academy. 	A & C

<ul style="list-style-type: none"> • Experience of developing individualised learning in students and staff using the full range of resources to support it. • Excellent abilities to assess and evaluate and provide constructive feedback to all stakeholders on attainment, progress and areas for development that secure improvements. • A well-developed philosophy of high aspirations and expectations for every student to receive a good education and achieve high standards. • Recent and relevant personal and professional development. • Experience of leading or managing developments within the curriculum area. 	
<p>SKILLS AND ABILITIES:</p> <p>It is essential that the post holder is/has/can:</p> <ul style="list-style-type: none"> • Ability 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 manage change; lead innovations and meet challenges successfully. • Strong negotiating and influencing skills. • Ability to command respect from students, staff, parents, governors and the wider community and be a strong identifiable presence in the Academy. • Openness to challenge, risk-taking and creative ideas. • Ability to understand, analyse and make effective use of a wide range of data • Ability to assist in the development of effective policies and practices in the pursuit of excellence in educational standards and quality. • Improve the effectiveness of teaching, learning and behaviour management strategies within the directorate such that all learners achieve or exceed their full potential. • Improve assessment practices such that you improve the quality of teaching within your area(s) of responsibility. • Ability to work collaboratively with colleagues to promote effective practices. • Ensure that excellent and innovative practices become widespread within the Academy. • Ability to support and lead on quality staff development leading to personal and professional progression. 	<p style="text-align: center;">C</p>

<p>It is desirable that the post holder is/has:</p> <ul style="list-style-type: none">• Dynamic and positive• Excellent health and attendance record• Pragmatic and proactive• Resilient when working under pressure• A team player• 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.	<p>A & C</p>
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Main Purpose of the Post
<ul style="list-style-type: none">• To maintain and/or raise standards of student attainment and achievement within their taught classes and other learning activities and to monitor and support student progress.• To be accountable for student progress and development within their taught classes.• To develop and enhance their own teaching practice to achieve high standards.• To ensure a high quality delivery of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying in their classes, in accordance with the aims of the Academy and the curricular policies.• To effectively manage and deploy support staff, financial and physical resources to support the designated curriculum portfolio.• To monitor and support the overall progress and development of students as an academic progress tutor.• Responsibility for the provision of a full learning experience and support for students within subject area, liaising with the Principal, Senior Leadership Team, Head of Faculty and other Subject Leaders, Achievement Leaders, SENDCO, and relevant staff with Academy responsibilities, relevant support staff, LA representatives, link governor, external agencies and parents/carers.

Core Responsibilities, Tasks and Duties

VI. Key Roles

- Through effective teaching secure successful outcomes for learners such that they enjoy and achieve when compared to indicators used by the Academy and external bodies.
- Use challenging targets to raise standards for all learners and eliminate low attainment among particular groups and individuals.
- Support the drive to develop, implement, review and improve teaching and learning to ensure that each student thrives, exhibits outstanding learning behaviours and achieves positive progression.

VII. High Standards of Teaching and Learning

Teachers are accountable for the setting of targets for improvement and delivering effective teaching and learning that secures high standards of students' achievements. The following identify aspects and prompts that will enable teachers to carry out their role:

- Role model
- Implementation of national strategy (e.g. Pedagogy/methodology)
- Self-evaluation
- Ambience/climate for learning
- High expectations
- Learning styles and thinking skills
- Use of data analysis
- Marking and assessment
- Reporting
- Planning, schemes of work
- 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)

VIII. Student Outcomes

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

IX. Duties as an Academic Tutor

- Maintain discipline and acceptable standards of conduct.
- Establish a positive rapport with students to develop their social and academic potential and be a main source of reference for students.
- Mark the Tutor Group register, ensuring absences and lateness are accounted for and appropriate actions taken to ensure high attendance and punctuality.
- Compile reports, profiles and references on students as required.

	<ul style="list-style-type: none"> • Monitor students' home study, the teaching of tutor group periods, escorting the tutor group to assemblies and attending tutor meetings called by the Team Leader. • Track students' academic progress and maintain close contact with parents and other agencies.
X.	<p>Other Professional Requirements</p> <ul style="list-style-type: none"> • Establish and maintain effective working relationships within the team and also other colleagues and clients/ partners of the Academy. • Be responsible for own professional development and proactive in their own performance management. • Participate as required in meetings with colleagues in respect of their post, duties and responsibilities. • Any other duties and responsibilities within the range of the salary grade.
XI.	<p>General</p> <ul style="list-style-type: none"> • 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.
XII.	<p>Health and Safety</p> <ul style="list-style-type: none"> • 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.
XIII.	<p>Professional Accountability</p> <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.
XIV.	<p>Safeguarding</p> <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.
XV.	<p>Equalities</p> <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: TEACHER AND ACADEMIC TUTOR

DEPARTMENT: TEACHING AND LEARNING

Minimum Requirements	Measured by: A) Application B) Test/Exercise C) Interview
QUALIFICATIONS/TRAINING It is essential that the post holder has: <ul style="list-style-type: none"> • Qualified Teacher Status. • Graduate status. • A balanced programme of relevant courses undertaken. 	A
EXPERIENCE/KNOWLEDGE: It is essential that the post holder has: <ul style="list-style-type: none"> • Training and experience across the secondary phase in specialised subject area. • Experience of successful management of change. • Proven effectiveness as a teacher. • Experience in the practical application of learning. 	A & C
SKILLS AND ABILITIES: It is essential that the post holder has: <ul style="list-style-type: none"> • Ability to support teaching across the Academy. • Ability in understanding of good assessment and its implications for planning and teaching. • Evidence of successfully implementing strategies for raising standards. • Knowledge of assessment across vocational and G.C.S. E. Specialist subject(s). • Ability to communicate effectively both orally and in writing. 	C
It is desirable that the post holder is/has: <ul style="list-style-type: none"> • A self-starter with vision and imagination. • Ability to take risks. • Strong awareness of Health and Safety issues. 	A & C

ADDITIONAL FACTORS: It is essential that the post holder has: <ul style="list-style-type: none">• Ability to lead and motivate staff and students.• High expectations personally for students and staff.• Commitment to equal opportunities policies.• Good organisational skills.• Ability to work to agreed targets and deadlines.• Ability to work under pressure and be flexible.• Integrity, loyalty, sensitivity and a good sense of humour.• 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
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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 30th January 2023 at 9.00am

Interviews: To Be Confirmed

If Successfully Shortlisted

The Alpha Academies Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. We comply with the Disclosure & Barring Service (DBS) code of practice, and if successfully shortlisted, you will be required to declare any relevant convictions, adult cautions or other matters which may affect your suitability to work with children. As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now protected (filtered). You will also need to complete and return a DBS self-disclosure declaration prior to interview.

In addition, you will need to bring to your interview, your passport and/or original birth certificate along with a document giving your permanent National Insurance number and name i.e. a P45, P60, NI card or a letter from a government agency as proof of identification. If, unfortunately, you are not offered the post, please be assured that the details taken regarding your personal documentation will be destroyed.

Please note, references will be sought and an online social media check completed for all shortlisted candidates prior to interview.

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

Recruitment Pack: Lead Practitioner of English
The Alpha Academies Trust

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

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 this.

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/bindovers. 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.