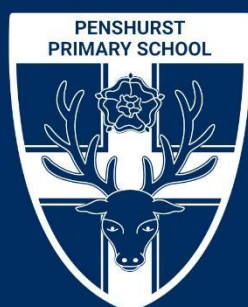


Information for Candidates

Lead Practitioner Teaching and Learning



THE HESSLE ACADEMY

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Headteacher

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Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for learners aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a member of The Consortium Academy Trust. The Trust supports almost 8,000 children and young people aged 3 to 18, working to ensure an excellent education and learning experience is provided for each and every child and young person. The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of learners are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The teaching staff are extremely dedicated to maximising the potential of the children in their care. Most have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners take part in over 300 teams, clubs, and events.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".

Our Trust

At The Consortium Academy Trust, we are ambitious about the future - creating learning environments and excellence in teaching and learning that provide our children and young people with the best chance at a successful future. Coupled with this is the commitment, care and investment in our people who we believe are our greatest asset.

Our vision is Shaping Positive Futures as we strongly believe our sole purpose is supporting children and young people to achieve their ambitions. This vision gives us a shared sense of purpose and direction and is something we are all proud to be a part of. Across our community of nine schools our people are doing remarkable things by being fully engaged in work that transforms lives, supporting children and young people to grow in confidence and develop into citizens we are proud of. Our community of leaders, teachers and support staff work collaboratively to tackle some of society's most critical challenges.

Our values – aspiration, respect, integrity and responsibility – harness our belief that it is not just what we do, but how we do it that makes a difference. These values reflect who we are and how we work to create a culture for success, as we continue to evolve to ensure that we meet the needs of our children and young people, colleagues and partners both now and in the future.

Our Vision:

Shaping Positive Futures

Our Mission:

We put our children and young people first. We have a supportive, yet challenging environment to allow everyone in our Trust community to:

- flourish and believe that they have every chance of success.
- work together so that they can achieve more than can be done individually.
- work within a supportive culture where taking appropriate risk is seen as a strength.
- be proud of themselves, their peers, our schools, and our local communities.

Our Strategic Priorities:



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Our Values:

Aspiration

We are ambitious, we aim high for ourselves and for others and we believe that we can make a real difference.

Respect

We respect ourselves and each other. We respect our diverse environment and community.

Integrity

We are honest with ourselves and each other. We do things for the right reasons.

Responsibility

We take responsibility for everything we do and see mistakes as an opportunity to improve and to get things right next time.

Values and Vision

"Everyone can achieve the extraordinary"

Our Vision for Our People:

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.



New Staff and Early Career Teachers

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

Staff Development and Wellbeing

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from learners to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our learners and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

"It won't be easy, but it will be worth it."

What can we offer you?

- **Well-being support including** discounted East Riding gym membership; free annual flu vaccinations; access to a free employee assistance scheme 24/7 with advice on a wide range of practical issues ranging from legal information and consumer issues to specialist counselling
- **Financial incentives including** a cycle to work scheme offering discounted bike purchase
- Opportunity to become a **Mental Health First Aider**
- **Membership of the Pension Scheme** with benefits including secure earnings linked pension and a lump sum death grant of three times your salary.

Leadership Team

The Senior Leadership Team is an experienced, ambitious and committed team. All members believe firmly in the Academy's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

Headteacher

Hessle High:

Deputy Headteacher x 2

(Quality of Education / Pastoral)

Assistant Headteachers x 4

(Standards / SEND and Inclusion / Student Welfare / Sixth Form)

Penshurst Primary:

Head of School

Assistant Headteachers x 2

(Pupil Development and Behaviour / Quality of Education)

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed. The leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team.

The Operations Manager is the senior member of the support team.

The Vacancy

Applications are invited for the post of Lead Practitioner, Teaching and Learning, in the popular and successful Hessle High School and Sixth Form College.

Are you an outstanding classroom teacher with the ability to inspire others to improve their teaching?

We are seeking a Lead Practitioner who will exemplify, develop and share best practice across our Academy. The successful candidates will:

- take a strategic lead in improving the quality of teaching and learning across the school
- lead on the Early Career framework and support the Early Careers teachers
- support teachers by developing an effective CPD programme
- be involved in developmental, research-based projects and strategic planning
- help great teachers to grow
- teach and be an exemplary role model

The successful candidate will make a significant contribution to the evaluation of the quality of teaching and learning which will help to inform and develop a highly effective CPD programme, with the support of SLT. They will help to foster a culture of collaboration within the teaching staff body to consistently improve the quality of teaching and learning.

The successful candidate will be dynamic and solution focussed, an individual who can work effectively as part of a very committed team. They will have the qualities to develop further in their career. They will be able to demonstrate a passion for developing themselves through a commitment to CPD. An experienced colleague who would be motivated to support the further development of others.

Appointment Process

Please send your application to: recruitment.hessleacademy.com
Applications should address the criteria in the role information.

Closing date for receipt of applications is by 9am on Monday 16 May 2022.
Please note that we reserve the right to close this post early or extend the deadline.

Informal questions regarding the post or to request a tour, should be directed to Sarah Greenley, Operations Manager at recruitment.hessleacademy.com or 01482 648604.

The selection process will involve stakeholder panels and assessment tasks. Further details of this will be sent to shortlisted candidates in due course. An appointment will be made subject to satisfactory references, in line with the usual terms and conditions of employment at The Consortium Academy Trust.

We hope that the details provided here will allow you to make an informed decision to allow you to pursue your application for this position and continue with the recruitment process.

We wish you every success with your application.

Mr V Groak
Headteacher

As an employer we want to create a workplace that works for you too – so we actively invite applications for full and part-time hours. We know that great people deliver great outcomes, whether they work five days or three days... so please be clear what hours you are looking for.

The Hessle Academy is committed to safeguarding children. All positions in school are subject to satisfactory references, an enhanced DBS check and successful completion of the e-learning safeguarding course. The safeguarding responsibilities of the post are detailed in the job description and personal specification.

The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Job Description

Job Title	Lead Practitioner, Teaching for Learning (L6-10)
Accountable To	Deputy Headteacher
Teaching Periods	32/50

Main Purpose of the Job

To take a strategic lead, with the Deputy Headteacher, in improving the quality of teaching and learning across the school. To make a significant contribution to the evaluation of the quality of teaching and learning which will inform and develop an effective CPD programme. Help to foster a culture of collaboration within the teaching staff body to consistently improve the quality of teaching and learning, while retaining staff through the Early Career Framework. As a member of the Academy's Extended Leadership Team (ELT), to contribute to whole-school improvement at a strategic level. To uphold the values of the Hessle Academy and the principles of ethical leadership in all interactions with colleagues, students and parents.

Core Accountabilities:

- 1. Responsibility for standards of teaching and learning, with Deputy Headteacher**
- 2. Responsibility for strategic development of teaching and learning**
- 3. Responsibility for developing staff, with a specific focus on ECTs**
- 4. Responsibility for developing and utilising internal and external links**
- 5. Extended Leadership Team Responsibilities**

Key Tasks

- 1. Responsibility for standards of teaching and learning**
 - a. With the Deputy Headteacher, consistently evaluate the quality of education using a wide range of strategies to collect evidence, including student voice and work scrutiny, identifying strengths and areas for development
 - b. Make a significant contribution to the whole-school CPD programme, ensuring that the quality of teaching and learning is the main focus of school improvement
 - c. Maintain accurate and comprehensive records of initiatives, training provision and individuals
 - d. Provide regular information to the Headteacher regarding progress updates of specific projects
 - e. Contribute to the Board of Governors Report on a termly basis as appropriate
 - f. Liaise closely with Middle Leaders to develop capacity to improve teaching and learning across the school
- 2. Responsibility for strategic development**
 - a. Be a lead practitioner within the school, leading the development of consistently outstanding teaching
 - b. Ensure that the best strategies for improvement are embedded, focussing on research and ensuring that strategies for improvement are relevant to the Academy Trust and are effectively delivering improvement
 - c. Ensure effective use of resources, including new technologies, to stimulate learning and progress
 - d. Participation in the formulation and implementation of teaching and learning and assessment strategies including attendance at relevant meetings of key staff
 - e. Be a visible presence around the school site to contribute to the calm learning environment
 - f. Work collaboratively with school partners to maximise opportunities for staff and students to development
- 3. Responsibility for developing staff**
 - a. Liaise closely with SLT in planning and assisting them in delivering whole-school CPD with a specific focus on sharing good practice
 - b. Offer coaching support across the school where there are identified issues of teaching and learning or behaviour for learning
 - c. Help other teachers to develop their expertise in planning, preparation, marking and assessment

- to support the Academy Vision and ethos to deliver outstanding learning opportunities
 - d. Take an active role in the professional development of staff across the school
 - e. Support 'Expert' teachers in fulfilling their Expert Standards
 - f. Lead and deliver a highly effective programme to support the Early Career Framework, liaising with the awarding body to provide accurate assessments
 - g. Provide learning opportunities to non-specialist staff
 - h. Support the induction of newly qualified, ITT and new staff by offering mentoring opportunities, lesson shadowing and delivering sessions within the annual training schedule as appropriate
 - i. Deliver support for staff experiencing difficulty (either in Part A or Part B of the Appraisal /Capability Policy) in a confidential and professional manner
 - j. Maintain personal expertise in new Teaching and Learning initiatives
 - k. Assist the Operations Manager by supporting underachieving colleagues with their professional development, reporting accurately and professionally and developing support plans
 - l. Have full consideration for staff well-being and developing morale
4. **Responsibility for developing and utilising internal and external links**
- a. To work in partnership with colleagues across TCAT and beyond to develop innovative and appropriate CPD programmes for teaching staff
 - b. To make a significant contribution to developing and maintaining links with teacher training providers to enhance recruitment opportunities as well as providing development opportunities for new colleagues to the profession
 - c. Explore opportunities for working within the East Riding and beyond to offer school to school support through the Wolds Teaching Alliance
 - d. Be proactive in seeking out best practice and opportunities internally, from within the Academy Trust as well as externally
5. **Extended Leadership Team responsibilities**
- a. Contribute to the leadership of the school as a member of the ELT undertaking responsibilities commensurate with the role.
 - b. Participate in the appraisal cycle in line with the school's Appraisal Policy
 - c. Contribute to the provision of high quality CPD across the school, including as a coach to developing middle leaders
 - d. Contribute to the implementation and development of whole school policy and practice.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Core Purpose of a Teacher

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of students
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust schools
- Contribute to systems of evaluation and performance of the organisation positively

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any

personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS • Evidence of continuous professional development • Evidence of further training in leadership and management 	<ul style="list-style-type: none"> • NPQSL qualification • Safeguarding qualifications
Safeguarding	<ul style="list-style-type: none"> • Commitment to the protection and safeguarding of children 	<ul style="list-style-type: none"> • Experience of varied behaviour policies and strategies
Experience	<ul style="list-style-type: none"> • At least five years successful classroom experience within the secondary range or at least a three-year successful track record of supporting and leading other schools as a consultant • Proven record of exemplary teaching which has ensured good/outstanding progress and achievement for learners across the full ability range • Experience of leading and implementing whole school initiatives and managing change, developing strategies for raising achievement • Additional Teaching and Learning Responsibilities 	<ul style="list-style-type: none"> • Experience and/or understanding of the Early Careers Framework • Experience of supporting Early Career Teachers and Initial Teacher Training • Experience of running whole-school CPD opportunities
Strategic leadership	<ul style="list-style-type: none"> • Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these • Ability to articulate and share the vision of The Hessle Academy • Ability to provide strategic leadership, motivation and inspiration to a team of people • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Commitment to support the nurturing ethos at The Hessle Academy • Commitment to equal opportunities 	<ul style="list-style-type: none"> • Experience of undertaking effective performance management • Experience of managing underperformance • An understanding of financial and resource management • Review delivery of existing programmes, celebrating good practice and identifying areas for development, and devise an inclusive strategy to drive improvement where necessary
Pastoral Care	<ul style="list-style-type: none"> • Exceptional and unshakable vision for school standards • High expectations for student behaviour and an uncompromising approach to securing these standards consistently • A commitment to continually update own knowledge and skills and to share best practice within the school, and more widely • Clear understanding of the characteristics of successful behaviour management 	