Winifred Holtby Academy

Aspiration | Achievement | Respect

Small Group Tutors
English, Maths, History, Geography, Science, French and Spanish
Casual
£25.00 per hour

Information for Candidates





Headteacher	Mark Brown
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THE CONSORTIUM
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October 2021

Dear Applicant

Thank you for your interest in our vacancy for a Small Group tuition across the EBACC suite of subjects.

At Winifred Holtby Academy we work hard to bring out the best in everyone by providing a learning culture that enables every student to achieve well, be successful and be ready to take on the next stage in their life. We have high aspirations for every student at the academy and we are determined that no child should be left behind. The academy provides a safe and welcoming environment that supports and encourages an ethos of **aspiration, achievement** and **respect.**

We have a wide variety of state of the art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and the majority of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen career paths. We are very proud of the work we do but we are not complacent and we are constantly striving to be better. By working together, we will achieve our aims, provide the best education for every student and prepare them well for life beyond the academy.

We have an exciting opportunity for energetic and committed individual to join our team. The successful candidates be able to support pupils across the academy in their specialist subject area and help them to catch up on missed learning due to the pandemic. This is a flexible role and hours will be negotiated to suit the academy and the individual. Successful tutors will be given casual contracts as the role is funding limited.

For this post we are looking for qualified teachers or someone who is able to offer recent relevant experience.

<u>Essential:</u>

- **Qualified Teacher Status or Degree & Relevant Experience**
- **Good teaching performance with students of a relevant age**
- **Successful experience of working as a member of a team**
- **An understanding of the National Frameworks related to teaching**
- **Proven experience of working in a school or educational establishment**
- **Experience of working unsupervised with classes / groups of students**
- **A knowledge of commitment to safeguarding and promoting the welfare of children and young people**
- **Good numeracy and literacy skills**
- **Good subject knowledge in chosen area**

<u>Able to demonstrate:</u>

- **Recent or current successful Teaching experience with pupils of the relevant age group**
- **Flexibility, energy and enthusiasm**
- **A calm and consistent approach**
- **A willingness to learn and take on new ideas**
- **Good team working capacity**
- **High expectations of what all students can achieve**

You will find information about the academy, the role and the application process in this pack. Please visit our website www.winifredholtbyacademy.co.uk for further information about Winifred Holtby Academy.

Yours faithfully



Mark Brown
Headteacher

INVESTORS IN PEOPLE | Gold

Our Vision

The academy provides a safe and welcoming environment that supports and encourages an ethos of aspiration, achievement, respect.

We will be the academy of choice for students, parents, carers and staff through academic excellence. All students will make positive progress, which will enable freedom of choice for their progression beyond the academy. By working in partnership with parents, carers and the wider community, we will ensure that students leave Winifred Holtby Academy as independent and resilient individuals.

We are determined to deliver continuous improvement by achieving excellence in all that we do. Our students will be proud of their outcomes, safe and confident in the knowledge that they are equipped with the skills required for life, future learning and employment.

We will embrace diversity through mutual respect for each other and an understanding of our differences. Students are expected to make an active, positive contribution to academy life and beyond. Winifred Holtby Academy's positive reputation will ensure that we are a valued member of the community we serve.

'Achieving excellence in all that we do'

Our Core Values

The academy ethos is built upon the core values of:

Aspiration We aim to foster a culture of ambition amongst ourselves and a desire to achieve great things.

Achievement We recognise and value effort and determination and celebrate the success that this brings.

Respect We aim to be considerate and thoughtful towards each other and treat each other with the respect that we expect for ourselves.

General Academy Information

Our History and Context

In 1969 Bransholme High opened its doors for the first time to the children of the newly formed Bransholme estate. In 1988 during a reorganisation of Hull schools it was renamed after the author Winifred Holtby and retained the name when the school moved to new premises on the same site in September 2011. In May 2013 the school converted to Academy status but retained the name Winifred Holtby. In September 2019, Winifred Holtby Academy became a member of The Consortium Academy Trust, setting out on the next exciting stage of our journey, working collaboratively with our partners within the Trust.

Winifred Holtby Academy is a large academy with over 1300 students on roll. We have a positive and engaged student body and a caring, dedicated and talented staff. The school is set in the city of Hull. The catchment area predominantly covers North Bransholme and the surrounding areas.

In September 2011 we moved into our new building. We have a wide variety of state of the art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and many of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen further education and career paths. Our facilities include:

- State of the art classrooms and learning spaces
- A Learning Resource Centre
- Specialist Food, D & T and Motor Vehicle Technology suites
- A fully equipped suite of Performing Arts rooms, including a Recording Studio and a Community Theatre
- Air conditioned ICT suites
- State of the art sports facilities, including a swimming pool, hydrotherapy pool, sports hall, fitness suite, all-weather pitches, rugby pitches / football pitches, outdoor MUGA area, tennis courts, athletic / cricket facilities. All of these facilities are available for staff use outside of the timetabled academy day.

In our most recent Ofsted inspection in July 2019, inspectors praised the strong leadership and management of the academy, recognising our improvements and the considerable moral purpose behind our leadership decisions. They also recognised the benefits that student's gain from our broad and ambitious curriculum and the positive attitudes and behaviour of our students in lessons and around the academy. We are confident that our continued focus, drive and determination will result in us becoming a 'good' school when we are next inspected. This is certainly an exciting time to join our team.

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 students are positive and respond well in all aspects of school life. We have strong and consistent systems in place to ensure that teachers can teach and students can learn, free from disruption.

Staff at Winifred Holtby are known for their caring approach with all students and we are committed to providing strong and effective pastoral support – we know our students well and treat them as individuals, not numbers. Our established House system creates a sense of belonging, friendly rivalry and healthy competition amongst students and staff. Each Year Group has a dedicated team of pastoral Year Leaders in addition to an Academic Progress Director.

Our staff provide a wide variety of extra-curricular activities beyond the school day, including academic, sport, performance and other community based activities.

The academy has a strong community ethos, developing close relationships with the world of business and establishing strong links both locally and nationally.

Winifred Holtby Academy is a popular choice for secondary education in the local community. Our annual intake of 270 students is taken mainly from our neighbouring primary schools, with whom we have excellent and close relationships. Each year we are heavily over-subscribed due to the strong reputation we have developed within our community.

We are committed to high quality induction and continuous professional development and learning for all of our staff.

The Consortium Academy Trust

On 1 September 2019, Winifred Holtby joined The Consortium Academy Trust. The Consortium Academy Trust (TCAT) was formed in September 2017 by the coming together of Cottingham Academy Trust, The Hessle Academy Community Trust and Wolfreton School and Sixth Form College.

The Trust has grown rapidly from the three founding schools and TCAT currently comprises of six secondary schools and three primary schools, as well an associate member, with a total of approximately 7700 learners and a significant staff team. Our academies include Croxby Primary, Cottingham High School and Sixth Form College, Hessle High School and Sixth Form College, Holderness Academy and Sixth Form College, Howden School, Keyingham Primary, Penshurst Primary, Winifred Holtby Academy and Wolfreton School and Sixth Form College.

Our vision is to be:

> ***A Trust that promotes academic excellence, where exciting opportunities allow students to excel in all that they do, and leave prepared to achieve all their ambitions.***
>
> ***A Trust whose schools deliver the maximum potential for progress through inspirational teaching and learning, and outstanding school to school support.***
>
> ***A Trust with a leading community role, whose schools are the preferred choice for students, parents and staff.***

Our core values underpin everything we do.

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

Respect. We respect ourselves and we respect each other. We respect our diverse environment and the community.

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

Responsibility. We take responsibility for everything we do. We see mistakes as an opportunity to improve and get things right next time. We do this in an environment where we can take appropriate risk in the pursuit of success.

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Job Description

Job Title: Small Group Tutor

Pay Scale: £25.00 per hour

Work Pattern: Casual

Reporting to: Subject leader in specialist area.

Main Purpose of the Job

The education and welfare of designated groups of students, having due regard to the requirements of the National Curriculum, the Academy's aims, objectives and schemes of work and any policies of the Governing Body.

To facilitate and encourage learning which enables students to achieve high standards.

To promote and safeguard the welfare of students.

Main Tasks

ACCOUNTABILITIES: ***Please note decision making must be included within the Principal Accountabilities***	
1.	To promote and safeguard the welfare of learners.
2.	Embrace the principles and practices of: • Every Child Matters • Inclusion • Assessment for Learning School's policy for Learning and Teaching
3.	Ensure effective teaching of small classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and best use is made of teaching time.
4.	Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

5.	Set high expectations for student behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships. **Planning and Setting Expectations/Achievement:** 1. Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. 2. Set appropriate and demanding expectations for students' learning building on prior attainment. 3. Identify students who have special educational needs and know where to access support to give positive and targeted support and achieve expected outcomes. Implement and keep records on Individual Education Plans. **Assessment and Evaluation:** 1. Assess how well learning objectives have been achieved and use this assessment for future teaching. 2. Mark and monitor class and homework providing constructive oral and written feedback, setting targets for students' progress. 3. Understand the demands expected of students in relation to the National Curriculum and to Examination Board requirements. **Relationship with Parents and the Wider Community:** 1. Provide opportunities to develop students understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context. **Manage Own Performance and Development:** 1. Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. 2. Share corporate responsibility for the implementation of school policies and practices. 3. Set a good example to the students they teach in their presentation and personal conduct. 4. Evaluate their own teaching critically and use this to improve their effectiveness. 5. To demonstrate, and take, an active role in the wider life of the school. **Managing and Developing Staff and Other Adults:** 1. Establish effective working relationships with professional colleagues including, where applicable, associate staff. **Managing Resources** Select and make good use of text books, ICT and other learning resources which enable teaching objectives to be met.
6.	**Decision Making:** The post holder will make decisions, following Academy policy, but will also liaise with their team leader. The post holder will liaise with other members of the Leadership Team through regular meetings to ensure that a consistent vision for learning and teaching is promoted.
7.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Winifred Holtby Academy, as your employer and you as an employee of the Academy. In addition to the Academy's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Academy's H&S policy.

GENERAL:

1. The above accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.
2. The above duties may involve heaving access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The post holder must be flexible to ensure the operational needs of the academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.
4. To promote the Academy's Equal Opportunity Employment Policy.
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation of the Academy's Safety Policy and Programme.

Where the post holder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

DIMENSIONS:
All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

- To support any TA's and other adults who may be assigned to the teaching group.

2. Responsibility for Customers/Clients:

- To share the corporate responsibility for the wellbeing and discipline of all students.
- To maintain positive relationships with the parents and carers of the students.
- To be responsible for your own safety and that of others.

3. Responsibility for Physical Resources:

- Requirements to ensure Health and Safety regulations are adhered to.

WORKING RELATIONSHIPS:
All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:
INTERNAL
All Academy staff, students, parents, governors, the community
2. EXTERNAL
Educational support staff, educational support services, other Academy's and educational establishments, the Council, other public services and community representatives
3. With External Bodies to the Academy
Community representatives.

ORGANISATION CHART:
Headteacher ⇩ Deputy Headteacher / SLT Line Manager ⇩ Assistant Headteacher ⇩ Head of Faculty ⇩ **Small Group tutor**

	Tick relevant level for each category						
	Not applicable	**Low**	**Moderate**	**High**	**Very High**	**Intense**	**Supporting Information (if applicable)**
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).	✓						
WORKING CONDITIONS: Working Conditions **–** (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).	✓						
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.		✓					Information regarding learner background including confidential safeguarding where applicable

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation*		**Essential**	**Desirable**	**How identified**
1.	**Qualifications:**			
	Qualified Teacher Status or Degree & Relevant Experience.	✓		AF/CQ
	Successful completion of or ability to work towards completing NQT induction year.	✓		AF/R
	Qualifications that will enhance the further development of the school, e.g. sports coaching, ability to play a musical instrument, foreign language etc.		✓	AF/CQ
2.	**Relevant Experience:**			
	Good teaching performance in the classroom with students of a relevant age.	✓		AF/R/I
	Successful experience of working as a member of a team.	✓		AF/R
	Successful experience of teaching students with SEN/EAL		✓	AF/R
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people.	✓		AF/I/R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓		AF/I/R
	Excellent Literacy and Numeracy skills.	✓		AF/I
	Specialist skills in a National Curriculum area.	✓		AF/I
	Good ICT skills to effectively support learning.	✓		AF/R/I
	The ability to use initiative, creativity and flair in the classroom.	✓		AF/R/I
	Skills in areas which will further support and develop extra-curricular activities in the Academy.		✓	AF/I
4.	**Knowledge:**			
	A knowledge and commitment to safeguarding and promoting the welfare of students.	✓		AF/I/R
	A thorough knowledge of the National Curriculum and assessment.	✓		AF/I
	An understanding of the National Frameworks related to teaching.	✓		AF/I
	Committed to raising standards within the Academy.	✓		AF/R/I
	An interest in developing a role as a subject leader.		✓	AF/I
5.	**Interpersonal/Communication Skills:** **Verbal Skills**			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and students.	✓		A/R/I
	Ability to establish good professional relationships with all stakeholders.	✓		A/R/I
	Good level of self-motivation.	✓		A/R/I
	Written Skills			
	High standards of written skills.	✓		AF/R
6.	**Other:**			
	Has the ability to work under pressure and meet competing deadlines.	✓		AF/R
	Projects a professional image for the Academy.	✓		I
	Flexible approach to the Academy.	✓		R/I
	Excellent time keeping and attendance.	✓		R
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	**Competencies: Not Applicable**			
8.	**Additional Requirements:**			
	None		N/A	

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/ Assessment, P = Presentation*		**Essential**	**Desirable**	**How identified**
9.	**Disclosure of Criminal Record:**			
	The successful candidate's appointment will be subject to the Academy obtaining a satisfactory Enhanced and Barring list Disclosure from the Disclosure and Barring Service.	X		DBS Disclosure

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How to Apply

Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our academy.

Further information about the school can be found on the academy website
www.winifredholtbyacademy.co.uk

Application Form
Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to enquiry@winifredholtbyacademy.com

Interviews
If you are successfully shortlisted, Winifred Holtby Academy will contact you to arrange an interview date and time.

**Department for Education (DFE) Keeping Children Safe in Education 2021 – Paragraph 194 – It is an offence to apply for a role if the applicant is barred from engaging in regulated activity relevant to children*.