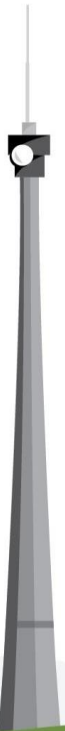


Information Booklet

Strategic Second in English



A warm welcome from the Mast Academy Trust

Thank you for considering applying for this post within The Mast Academy Trust.

We genuinely believe that any of the schools within our Trust are wonderful places to work and develop your career.

We are a community of schools where relationships are positive, respectful and friendly. We consist of Birdsedge First School, Shelley First School, Kirkburton Middle School, Scissett Middle School and Scholes Junior and Infant School. We are an incredibly busy community of schools with lots going on all year round.

We are fortunate in having exceptional staff teams in all our schools who enthusiastically provide an engaging curriculum and a wealth of extra-curricular activities and experiences for our pupils to enjoy. Our schools, and the Trust, are supported by our dedicated and committed teams of Trustees and Governors.

As a community, we all work hard to ensure that pupils get the very best learning experience which supports them to achieve the very best outcomes.

We have a well-established passion for collaboration; working in partnership throughout the Trust and with a range of other alliances and as part of the Shelley pyramid of schools.

We would hope that what you read in the information pack, alongside your wider research about the Trust and schools, will encourage you to apply.



CEO – The Mast Academy Trust

About the Trust

The MAST Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through academy status. The Trust currently comprises of five schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of MAST within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision. As individual schools and a Trust:

- We celebrate **individuality**
- We **collaborate** for the good of our children and staff
- We **inspire** our children, and our employees to **achieve** their ambitions
- We all **learn** from our experiences
- We ensure a **safe** and **caring** environment for everyone

We commit to:

- Put the **children** at the heart
- Value all our **people** and respect their well-being
- Serve the **community** around us
- **Respect** different opinions and then unite together
- Be willing to **challenge** and accept challenge
- **Support** all areas within the MAST Academy Trust
- Adhere to the Nolan Principles

The Mast Academy Trust

c/o Scissett Middle School, Wakefield Road, Scissett, Huddersfield, HD8 9JX
www.themast.co.uk | 01484 865444

Joining the Trust

Career Progression

The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.

Pension

Every employee of the trust and the schools part of The Mast Academy Trust has access to the Teacher's Pension Scheme or the Local Government Pension Scheme.

Health and Wellbeing

As an employer we are committed to promoting and protecting the physical and mental health of all our staff. All employees in the Trust have access to a mental health and wellbeing service provided by Group Buy Scheme. The service provides counselling, medical and wellbeing support.

Supportive Colleagues

Wherever you work within the Trust, in our school teams or collaborative teams, in a teaching or support role, there are leaders and colleagues there to offer support and guidance throughout your career at the Mast Academy Trust.

Our new colleagues receive a comprehensive induction; all our colleagues receive ongoing Continual Professional Development provided by the Trust or from external providers.

One benefit of being part of a trust is you can learn and share knowledge and experiences with colleagues from the other schools within the Trust.

Equality

The Mast Academy Trust's aim is to attract people from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

We are committed to inclusivity and will consider requests for flexible working including part time and job share arrangements, where the role allows. We are committed to promoting and protecting the physical and mental health of all our staff.

We adopt a 'name blind' approach to shortlisting. Recruiting managers will not have access to personal information, including your name and contact details, until a shortlisting decision has been made.

About Kirkburton Middle School

Our highly successful school has just over 500 pupils. At Kirkburton Middle School (KMS) we are ‘large enough to specialise, small enough to care’

Our Area and Facilities

Originally built in 1973, the school is located on the outskirts of Huddersfield, 5.5 miles from the city centre. It is connected by a half hourly direct bus service and sits within a very pleasant semi-rural area, overlooked by the famous Emley Moor Mast. The school was originally designed to accommodate 350 pupils, with three main teaching areas. Over time many specialist facilities have been added: a Science Lab; Resistant Materials DT Room; Food and Textiles DT Room; Art Room, Music Room, and a Drama Studio. Our facilities match any you will find in a large secondary school. We also have fabulous outside spaces, many of which are used by the community after school and at weekends.

Our Staff

There are around 60 staff employed at KMS and we are well supported by an active Governing Body and the wider Trust. We are fortunate to have highly committed, professional, and friendly staff, who work as a team to support both our pupils and each other. We also work beyond our own school and therefore our teaching and learning community extends across our Trust and we work very closely with our partner middle school, Scissett. For those wishing to progress their career, opportunities exist both within our school and across the Trust. Our work with Scissett was formalised in January 2023 when an Executive Leadership structure was introduced across the two middle schools. This built upon the success of the previously introduced subject strategic leadership model; all subject areas have a strategic leader, and in some cases a strategic second, who lead curriculum development and are responsible for outcomes across both middle schools.

We have a dynamic and forward-thinking senior leadership team who are totally committed to ensuring KMS is a fantastic place to learn and work.

Our Pupils

We strive to provide the best education possible for all our pupils and will always put them and their learning at the centre of everything we do. We expect our pupils to represent the school with pride in the local community and beyond.

We set the highest standards of behaviour at Kirkburton Middle School, and we believe that every pupil should have the chance to learn without disruption or distraction. Consequently, behaviour standards are high. This is achieved through ensuring the highest levels of pastoral care and support for pupils.

We believe that children and young adults thrive in environments where they are nurtured; where they feel safe; where they are supported through difficult times. We invest in ensuring our pupils are equipped with the skills to identify mental health concerns and they know how to access support. They learn about respect and tolerance, and kindness and care. Within our trust, we have access to a broad range of expertise to signpost pupils who need that little bit of extra support and we offer training for staff who want to develop an expertise in an aspect of pastoral care or Special Educational Needs.

We were delighted that this work was recognised at our last inspection when OFSTED awarded the school outstanding for Behaviour and Attitudes and Personal Development in November 2021.

Our School Organisation and Curriculum

Our school day begins at 08.55 and ends at 15.35, although we have many after school enrichment sessions. The week is split into 25 hour long lessons with a 20 minute break in the morning and one hour for lunch. We currently operate a two-week timetable and the school has a ‘traditional’ secondary

school-type curriculum. All pupils are taught all subjects by specialist teachers, enabling us to provide a rich and broad curriculum to Year 6 children. French is taught as a Modern Foreign Language and Design and Technology is split in to 'Resistant Materials' and 'Food and Textiles'. All pupils are taught two hours of PE a week. The teaching staff team is a combination of Primary, Middle and Secondary specialists. The staffing at KMS is very stable – people tend to stay for significant periods of time once appointed.

Developing each child as an individual and allowing them to grow in confidence and independence is a key feature of KMS. We attach great importance to the place of extra-curricular activities in our school programme. A wide variety of cultural, sporting, outdoor pursuits and other activities take place, with outstanding levels of success being achieved. It is hoped that applicants will give a clear indication of areas in which they are able and willing to participate. Dramatic performances at KMS have ranged from 'Oliver' to 'Bugsy Malone' and occur around once every two years. There are also a range of musical clubs and ensembles for pupils at lunchtimes.

KMS has a rich tradition of international and residential visits. We believe these visits add not only to the child's educational experience but also establish a culture of independence, a willingness to embrace differences and strengthen the feeling of being a global citizen.

We have recently introduced a house system to the school and this is backed by a strong pupil leadership programme and a highly effective pastoral team.

Our Community Links

Education at KMS is about partnership – the partnership between pupils, parents, and our staff. We firmly believe a school should be at the centre of the community and we have excellent relationships with our Pyramid of schools, community groups and local businesses.

There is a strong tradition of developing Young Sports Leaders and Sports Ambassadors at KMS. This part of the curriculum is a particular strength. Our Year 8 pupils organise activities at lunchtimes and work with our First School pupils in the pyramid throughout the year, helping organise and officiate competitive and non-competitive events. This leadership programme then continues at Shelley College from Year 9 onwards.

Curriculum Impact

One of the challenges of teaching in a Middle School is the fact that the school works within a three-tier system but is held accountable within a two-tier framework. The only national data available to Ofsted, the DfE and other interested parties are Key Stage 2 SATs results. As the school only has the children for two terms prior to the tests, liaison and partnership with feeder schools is vital in ensuring the pupils achieve as highly as possible. Similarly, partnership with Shelley College, to whom most pupils transfer, is also crucial in ensuring the children secure the GCSE success which their ability deserves. The school uses GL Tests as an externally validated measure of attainment and progress. The results of GL tests demonstrate that pupils make outstanding progress at KMS and they achieve highly. GCSE results at Shelley College further confirm this.

We hope that this outline has been useful, further information can be found on the school website - www.kirkburtonmiddleschool.co.uk. If you have any questions, please do not hesitate to contact the school.

You are strongly encouraged to come and visit so you can experience the truly unique and very special feel of our school. We'd love you to consider joining our KMS family.

Strategic Second in English

Organisation	Kirkburton Middle School
Job Scale	L1 - 5
Hours	Full Time
Type	Permanent
Job share	Not applicable
Location	The primary place of work shall be Kirkburton Middle School, you may be required to work at any school within the Trust.
Responsible to	Strategic lead for English

JOB CODE	E2KMS0125
----------	-----------

The Mast Academy Trust and its members, trustees, governors, executive leaders and Headteachers are committed to safeguarding, promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place; it expects all staff and volunteers to share the commitment.

Appointments will be subject to an Enhanced DBS check.

Overview

The Strategic Leadership roles are new within our Trust. It is shaped through the strong collaborative work of Kirkburton Middle School and Scissett Middle School. Each school has their own unique identity but a shared commitment to secure the highest standards of education for all our students regardless of the school attended. The role of Strategic Second in Department is crucial in realising this vision and is a great opportunity for someone who is passionate about their subject, but who is also motivated by working with children in Upper Key Stage 2 and Key stage 3.

The aims of the post of Strategic Second in Department are to:

- Help align curriculums across the middle schools to ensure parity and high expectations.
- To assist in ensuring high quality subject specific CPD and moderation processes which enables accurate and robust data collection.
- Line manage, support and challenge subject teachers within the departments in each school to ensure high quality Teaching and Learning.

Basic Job Purpose

The role of the Strategic Second in Department is crucial in helping developing the ethos of achievement within the Curriculum Area, in harmony with the aims and ethos of The Mast Academy Trust. Strategic Curriculum Leaders, including the Strategic Second in Department, are key to the success and development of the middle schools, and the raising of pupil achievement. They are also essential in ensuring strong transition for pupils and support for First Schools within the Trust.

The Strategic Second in Department must contribute in ensuring that targets for improvement in the Curriculum Area are set and met, through positive approaches to Curriculum development, the planning and preparation of schemes of work, the monitoring of learning and teaching across the Curriculum Area and the support and development of staff.

The Strategic Second in Department will assist the Strategic Curriculum Leader to form a vital part of the Senior leadership team in each of the Middle Schools and a bridge between middle and senior leadership. They need to have a good knowledge of educational issues and are expected to keep up to date with, lead on and work in conjunction with subject teachers/TLR holders within their specified area alongside staff within the team in both schools, on improving pedagogy and practice where it is relevant to the Curriculum Area. They are expected work collaboratively and strategically across the middle schools to secure the very best practise on each site; ensure curriculum parity and an equality of opportunity for children and staff.

Aims

The aims of the post of Strategic Curriculum Leaders are to:

- Align curriculums across the middle schools to ensure parity and high expectations.
- Ensure high quality subject specific CPD and moderation processes which enables accurate and robust data collection.
- Line manage, support and challenge leaders and subject teachers within the departments in each school to ensure high quality Teaching and Learning.

The Strategic Second in Department will work under the direction of the Strategic Lead in order to support them in achieving the above vision and aims.

Main Responsibilities – Strategic Second of English

Staff

Responsibilities in relation to staff are to:

- Under the direction of the strategic leader, monitor the effectiveness of, and have oversight for, the work of members of the Curriculum Area
- Assist the strategic curriculum leader to ensure opportunities are provided for the professional development of staff, ensuring that they are up-to-date with developments in the subject area in order to improve the quality of learning and teaching
- Assist with the performance management and appraisal of staff
- Be responsible for the support and supervision of staff, as directed by the strategic curriculum leader
- Assist with the proper and effective supervision of the work of Newly Qualified Teachers and Beginning Teachers within the Curriculum Area.
- Assist the strategic leader to report on the standards within the area and ensure robust improvement plans are in place and progress against areas for improvement are tracked and monitored
- Assist the strategic leader to ensure that staff support and uphold the school's aims and policies
- Assist with the planning and preparation of a working staff handbook for the Curriculum Area as appropriate, advising on procedures, policies and practices

Pupils

Responsibilities in relation to pupils are to:

- Have oversight of the learning of pupils within the Curriculum Area as directed by the strategic curriculum leader
- Assist the strategic leader to ensure that staff within the Curriculum Area create an ethos in which pupils feel safe and learn effectively
- Assist the strategic leader to ensure that rewards policies are applied in line with Curriculum Area and whole school policy, so that pupils are praised and rewarded for good work

- Assist the strategic leader to ensure that proper assessment procedures are set up in line with school policies and monitor the quality of those assessment procedures, school reports and other such communications across the Curriculum Area
- Assist the strategic leader to ensure that structures are developed to deal with underachievement, poor behaviour and attendance where this affects learning, in line with subject and whole school procedures
- Make contact with parents as appropriate in line with whole school procedures
- Assist the strategic leader to ensure curriculum planning has taken account of the needs of SEND pupils and that the needs of these pupils are consistently met in lessons.
- Assist the strategic leader with the allocation of staff to teaching groups
- Assist the strategic leader with the organisation of suitable pupil groupings, particularly where there is setting within the Curriculum Area, and ensure that proper group lists are compiled for input onto the administrative computer systems
- Assist the strategic leader to ensure the provision of extended learning opportunities within the Curriculum Area, ensuring that any subject visits are organised in line with school policies.

Curriculum

Responsibilities in relation to the Curriculum are to:

- Assist the strategic leader to ensure that suitable long, medium and short term plans are prepared and take account of internal and external developments and requirements as well as school policies and aims so that the Curriculum is effectively delivered to pupils of all abilities
- Assist with the monitoring and evaluation of schemes of work and update as appropriate
- Contribute to curriculum discussion and assist the strategic leader ensure that there is constant review of teaching approaches and subject content, in line with the National Curriculum and other external requirements, so that pupils can progress within school and when they leave
- Assist the strategic leader oversee the use of baseline data within the Curriculum Area and track progress of all pupils and groups.
- Assist the strategic leader oversee the analysis and dissemination of relevant pupil data, and use this to set realistic but challenging targets for staff and pupils
- Assist the strategic curriculum leader to provide information, as necessary, to the Headteacher, parents, teachers and governors about the work of the Curriculum Area

Resources

Responsibilities in relation to resources are to:

- Assist the strategic curriculum leader in relation to department expenditure in order to ensure the school gets good value for money in all its purchases
- In your home school, be responsible for monitoring the use of all Curriculum Area classrooms, negotiating with premises staff on relevant issues
- Assist the strategic leader to ensure that all staff have the equipment and resources needed for pupils to learn effectively and ensure that equipment and resources issued are properly used and returned, particularly in your home school
- Be responsible for good Health and Safety practice within the Area

Role Specific

- Under the direction of the strategic curriculum leader, assist with self-evaluation and review as appropriate in line with whole school self-evaluation and review processes, including annual review of the subject Area spotlights.
- Assist the strategic leader to manage and monitor systematic forward planning for the Curriculum Area in line with the School Improvement Plan including developing a Curriculum Area Improvement Plan
- Ensure there is a commitment to equality of opportunity for staff and students within the Curriculum Area in line with whole school principles
- Promote the work of the Curriculum Area through parents' evenings, assemblies, cross curricular opportunities and links with the community
- Undertake any other duties that can reasonably be expected by the Headteacher to ensure the effective running of the Curriculum Area and whole school middle/senior leadership functions

Person Specification – Strategic Strategic Second in Department

E	Essential	A	Application Form
D	Desirable	T	Test/Exercise
		I	Interview
		R	References

Qualifications & Experience

E	5 or more GCSEs at grade C or above, including English and Maths (or equivalent)	A
E	Qualified Teacher Status	AI
E	Degree or equivalent academic qualification	AI

Experience, Knowledge & Understanding

E	Successful teaching at Secondary level, with excellent subject knowledge in English	AI
E	Experience of successful team leadership and team membership	I
E	Evidence of a good record of raising achievement and improving standards	ATI
D	Evidence of appropriate professional development	A
D	Evidence of the ability and experience to develop and maintain a sense of vision for the curriculum area.	I

Skills & abilities

E	Ability to build a staff team and undertake the support and supervision of staff	AI
E	Ability to plan, manage and focus meetings	AI
E	A good understanding of what constitutes outstanding learning and teaching and the ability to ensure this is the norm across the subject area in both schools	I
E	Knowledge and understanding of current educational issues	AI
E	Knowledge and understanding of the use and development of ICT to enhance learning	AI
E	Ability to use data and information to support self-evaluation and review and set targets to raise standards	AI
E	Effective organisational and administrative ability	I

E	Ability to plan and implement curriculum area policies	AI
E	Ability to manage pupils firmly, fairly and effectively	i
E	Ability to be adaptable and flexible in order to meet the diverse nature of the Strategic Curriculum Strategic Second in faculty role	AI
Personal Qualities		
E	A commitment to equality, diversity and inclusion	I
E	A commitment to Middle School education and partnerships	I
E	Effective ICT skills	I
E	Effective written and oral communication skills	I
E	Energy and an ability to work effectively under pressure	I
E	A willingness to go the extra distance for pupils	IR
E	Effective time management skills and the ability to prioritise	I

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

Application Details

Thank you for taking the time to read this pack.

Applying for the role of Strategic Second in Department

If you wish to apply for the post of Strategic Second in Department then then please complete the application forms found on www.themast.co.uk/vacancies

If you need a physical copy of an application form please email recruitment@themast.co.uk for further instruction and how to submit.

The job code for this role is E2KMS0125 and should be included on the envelope if posting your application, or in the subject field if you are sending using email.

If you would like an informal discussion with regards to the role prior to applying please contact Gemma Dean (PA to the Headteacher) on 01484 222737 gdean@themast.co.uk

Shortlisting

As part of our safer recruitment process, references will be requested prior to interview. Only in exceptional circumstances will the trust/school interview without references prior, where the candidate does not wish to notify their current employer; applicants must make this clear when submitting an application. Job offers will always be on condition of satisfactory references.

Online searches will be carried out for all shortlisted candidates therefore it is essential that your 'handles' are accurate to comply with these checks. The information will be treated as strictly confidential and shared with the recruitment panel to validate your suitability for the role that you have applied for. The scope includes relevant qualifications, whether a candidate poses a potential safeguarding risk or reputational damage for the school or trust. The information found may be explored at the interview stage. Data gathered will be recorded as appropriate and destroyed in line with the data protection policy.

Shortlisted candidates will be asked to provide details of unspent convictions and those that would not be filtered, prior to the date of the interview.

Equality Opportunity Monitoring

The Mast Academy Trust wants to meet the aims and commitments set out in its equality policy and statement. This includes not discriminating under the Equality Act 2010, and building an accurate picture of the make-up of the workforce in encouraging equality and diversity.

We would appreciate it if you would complete an equal opportunity monitoring form by following (or by copy and pasting) this link

<https://forms.office.com/r/d2JggY2K2u>

Dates

The closing date for applications is **07/02/2025**.

The interview date is expected to take place **W/C 10/02/2025**

If we have not contacted, you by the beginning of **10/02/2025** please assume that on this occasion your application has been unsuccessful.

The expected start date for the successful candidate would be **22/04/2025**.

Please accept this as acknowledgement of the time and interest you have shown.

