



Recruitment Pack

Teacher & Head of Year 7
St James School

September 2024

Closing Date: 22/04/24

Interview Date: TBC

Ted
Wragg TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools
strengthening our communities through
excellent education.



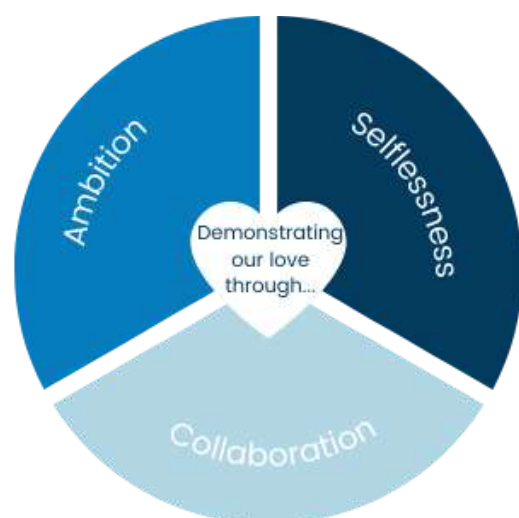
**Welcome from the Ted
Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- be **brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

How will we succeed?



St James School

Head of Year

We are looking to appoint a terrific leader to join our team as a **Full Time Teacher and Head of Year 7** at St James School. It is an exciting role and a great opportunity for anyone who is passionate about improving student outcomes both **academically** and **pastorally**. We would love to hear from you if you have a **maths** or **computing background**. However, we will consider applications from candidates specialising in other subjects.

At St James, we have an **ambitious curriculum**, **disruption-free classrooms** and **great learning**. From the moment they join us, we ask our students to **work hard** and **be kind**. These two behaviours epitomise what we think is important for both students and staff.

Our school **empowers our students** to use their education to **become their best selves**, to **thrive in fulfilling careers** and to **lead great lives**. We do this by enacting our four foundational pillars:

1. Having uncompromising high standards
2. Being outward facing
3. Keeping arts at the heart of the school
4. Being kind

Our **uncompromising high standards** mean that we have a very academic curriculum, with more than 70% of our students completing the English Baccalaureate, and many of our students being invited to join elite post-16 programs, such as the Exeter Maths School and the Reach Academy.

It also means that our children behave beautifully. We have clear lesson expectations, supported by centralised systems so that teachers can get on and teach and students can get on and learn. We are uncompromising in ensuring our expectations are met because we believe that if we let our students off, we let them down. These high standards have helped us to become a Lead School for the DfE's Behaviour Hubs program, meaning that we support schools regionally to improve their behaviour.

One of the reasons we work with the DfE is because we believe in being **outward facing** to help raise standards locally and nationally. That means we engage in educational research, and listen to its findings, even when it challenges our thinking, in fact, especially when it challenges our thinking. You won't find silly marking and data entry practices at St James – we focus on the things that really improve progress and reduce workload, such as incremental coaching for teachers and common resources.

We also ensure that our students are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. They understand and celebrate difference and diversity and proactively contribute to our community. They raise money for charities, learn a language until at least the end of year 9, and they volunteer locally because they know that to feel part of your community, you've got to first be part of your community.

The community feel of St James is supported by our curriculum, which keeps **the arts at the heart of our school**. Our academic curriculum teaches a knowledge of the world which is vital, but the arts engender a knowledge of the self, which children need in order to fully explore the world. At St James, we ask children not just *what* they want to be when they grow up but *who* they want to be and we believe that keeping the arts as the beating heart of our school helps our children to answer that question.

And we are clear about one thing that all of our children and staff must be – and that is kind. **Kindness** is the most important pillar at St James. We want to help our children grow into kind teenagers and then kind adults, so we teach them to do the right thing, because it is the right thing, because that benefits them and their community – and because it feels good to just be a good human being.

So, if you like to work hard and be kind, and you like students who do the same, St James School is the place for you and we would welcome your application.

The successful candidate will:

- work hard;
- be kind;
- be outward facing;
- be a terrific teacher with a track record of great outcomes;
- be a passionate and innovative advocate for teaching and learning;
- be an inspiring leader with the energy and creativity to motivate a team
- have great curriculum knowledge;
- be totally committed to improving the life chances of young people; and
- be a good human being.

Does this sound like you? If so, then we would welcome your application. If you have any questions, please email to recruitment@stjamesexeter.co.uk.

Key Details

Job Title: Teacher & Head of Year 7

Location: Exeter, Devon

Salary: MPS-UPS + TLR2c (£7847)

Closing Date: 22nd April 2024

Interviews: TBC

Required From: September 2024

If you share our mission of providing an ambitious curriculum, disruption-free classrooms and great learning so that children can use their education to become their best selves, thrive in fulfilling careers and lead great lives, then we would love to hear from you.



How to apply

Applications can be made and further information is available via our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

We would welcome visits to the school prior to applications. To arrange one, please contact HR by email recruitment@stjamesexeter.co.uk



Job Description

Head of Year

Line Manager: Assistant Headteacher –Behaviour.

Key responsibilities

1. Lead a team of tutors to support students in the year group
2. Monitor and intervene to improve attendance
3. Monitor and intervene to improve behaviour
4. Monitor and intervene to improve academic progress
5. Monitor and intervene to improve well-being and safeguarding
6. Engage all stakeholders in the holistic support of your students
7. Fulfil wider responsibilities
8. Fulfil teaching responsibilities

1. Lead a team of tutors to support students in the year group

- a. Articulate and promote a clear vision to the tutor team's role and priorities.
- b. Quality assure the canon lesson and support tutors where necessary
- c. Ensure that routines are being followed by all tutors
- d. Lead year team meetings with clear agenda and minutes
- e. Lead assemblies, celebrations and reward events.

2. Monitor and intervene to improve attendance

- a. Meet with the attendance officer to monitor student attendance
- b. Monitor tutor actions at green threshold
- c. Complete follow-up meetings and support at Amber threshold level
- d. Refer to EWO at red level
- e. Work with teachers to ensure students can re-engage in their learning.
- f. Engage with parents and form relationships that support high attendance

3. Monitor and intervene to improve behaviour





- a. Monitor year group 'behaviour trends' and intervene with the tutor team.
- b. Monitor individual student behaviour to intervene with appropriate support
- c. Work with Pastoral Support workers and SLT to apply sanctions appropriately.
- d. Work with teachers to ensure students can re-engage in their learning.
- e. Lead relational support plans for their year group.
- f. Engage with parents and form relationships that support great behaviour

4. Monitor and intervene to improve academic progress

- a. Monitor year group academic progress and intervene with the tutor team.
- b. Monitor individual student academic progress to intervene with appropriate support

- c. Work with Curriculum Leaders to apply support appropriately
 - d. Work with teachers to ensure students can engage in their learning.
 - e. Engage with parents and form relationships that support high achievement
- 5. Monitor and intervene to improve well-being and safeguarding**
- a. Read well-being and safeguarding logs to action safeguarding responsibilities.
 - b. Monitor individual student well-being and refer them to appropriate support internally and externally.
 - c. Work with wider pastoral team to ensure that students are known, cared for and understood.
 - d. Engage with parents and form relationships that support safeguarding and ensure trust
- 6. Engage all stakeholders in the holistic support of your students**
- a. Work to engage all parents/carers in parent's evenings
 - b. Meet parents of students who need additional support for attendance, behaviour or well-being.
 - c. Maintain good communication (emails, calls, meetings) with all parents.
 - d. Communicate clear messages to teachers of students with support plans.
- 7. Wider responsibilities**
- a. Complete daily duties in the school premises
 - b. Complete Reset 'on-call' duties
 - c. Ensure assembly routines are carried out by your year group
 - d. Ensure you have a working knowledge of IT systems to support student monitoring.
 - e. Working closely with all members of staff community to support your students.
- 8. Fulfil teaching responsibilities**
- a. Complete lesson preparation in line with our model for *Great Teaching at St James*.
 - b. Deliver lessons in line with your lesson preparation and our model for *Great Teaching at St James*.
 - c. Regularly assess your students to improve progress.
 - d. Ensure that your enactment of the curriculum enables all students to achieve excellent outcomes, especially children with SEND and those entitled to the pupil premium.
 - e. Contribute to shared planning.
 - f. Engage with our CPD and coaching program so that you incrementally improve your teaching practice.
 - g. Consistently use our lesson expectations so that your classroom is disruption-free.
 - h. Support your tutor group to be well prepared for learning.
 - i. Contribute to our wider curriculum offer.
 - j. Proactively safeguard all children and adults.
 - k. Collaborate and network with other trust teachers to raise standards at St James and across the Trust.

Our model of teaching and learning has been informed by the **Great Teaching Toolkit** (2020) by Rob Coe et al, published by **Evidence Based Education**. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the **WALKTHRU** series to ensure that we have a shared pedagogical understanding and practice.

Dimension	What does this look like at St James?
Lesson preparation: Understanding the content 	<p>We have expert curriculum knowledge and sequence concepts in small steps and the connections students should make with previous knowledge.</p> <p>We use lesson preparation before we teach and plan for reading.</p> <p>In our preparation, we identify misconceptions and typical errors in each topic and plan for examples and non-examples.</p> <p>We prepare live modelling by writing model answers that solve the most difficult problems our students face.</p> <p>We prepare for giving an explanation, which might involve using analogies.</p> <p>We decide when and how we will check for understanding of the whole class and individuals.</p> <p>Using our seating plans, we anticipate where we may need to use adaptive teaching to meet the needs of all students.</p>
Disruption-free classrooms: Maximising opportunities to learn 	<p>We maximise time by getting lessons started promptly. Students are greeted at the <i>threshold</i> for the first three minutes before the register. Students immediately start meaningful work with a <i>Do Now</i> activity.</p> <p>We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points.</p> <p>We expect students to fully engage in the lesson with no opt out and to silently <i>track the speaker</i>.</p> <p>To allow all students to concentrate, silence is golden.</p> <p>We have positive relationships with students which is reinforced by a <i>warm-strict</i> manner. We use positive framing to <i>narrate the room</i> to acknowledge where expectations are being met.</p> <p>There is an organised routine for ending lessons.</p>
Great Learning: Activating hard thinking 	<p>Lessons begin with spaced retrieval practice through the <i>Do Now</i>.</p> <p>We introduce content by sharing the big picture, small picture and key learning ideas, threshold concepts and powerful knowledge with our students.</p> <p>We present new content through chunking and giving an explanation, considering cognitive load and link new content to prior knowledge. Our explanations include examples & non-examples as well as worked examples.</p> <p>We check for understanding by asking lots of questions, using techniques such as think, pair, share, show-me boards and cold calling. We correct misconceptions with <i>right is right</i>. Students are given feedback and encouraged to say it again better.</p> <p>We use live modelling, often using a visualiser.</p> <p>We get the learning to stick using the modelling handover: I do, We do, You do. We support students to move from guided practice to independent practice and we circulate with live marking and show call.</p>
Adaptive teaching: Creating a supportive environment 	<p>Using whole-class feedback, we adapt our teaching.</p> <p>We provide scaffolding and support, including the use of <i>structure strips</i> and <i>writing frames</i>. Students who have been absent are supported through our attendance <i>marginal gains</i>.</p> <p>We support all students to be able to read aloud in lessons through whole-class reading routines and our <i>reading consistencies</i>.</p> <p>We circulate to spot and correct misconceptions.</p> <p>We work with teaching assistants in tandem to support some students' learning.</p> <p>Our planning is informed by a wide range of assessment data and SEND information, enabling us to aim high, plan support and teach to the top.</p>

Person Specification

Head of Year

Essential	Desirable	Assessment
Qualifications and training <ul style="list-style-type: none"> Degree at 2:1 or above Qualified Teacher Status Regular CPD, including evidence or recent leadership and management development 	<ul style="list-style-type: none"> Masters/ doctorate 	A
Knowledge and Experience <ul style="list-style-type: none"> Experience as a terrific teacher Experience of being coached Experience leading of staff Knowledge of curriculum design and enactment, including the National Curriculum and Ofsted Curriculum Research Reviews Thorough understanding of Teach Like a Champion by Doug Lemov and its effective implementation and of other evidence and research informed practice Understanding of the statutory responsibilities for children with SEND Up-to-date knowledge of the most effective strategies to support children with SEND and those entitled to pupil premium Experience of being a great team player 	<ul style="list-style-type: none"> A track record of great outcomes Experience of presenting CPD Experience working in a trust Teaching and/or leadership at more than one school 	A, R, I
Personal Skills and Qualities <ul style="list-style-type: none"> Be good human being Work hard Be kind Live the ethos of our four pillars Have enthusiasm, drive and love for the job Have a commitment to education as a tool for improving the life chances of children 	<ul style="list-style-type: none"> Have a good sense of humour 	A, R, I

<ul style="list-style-type: none"> • Have high level of emotional intelligence and self-awareness • Be a passionate and innovative advocate for teaching and learning • Be an inspiring teacher with the energy and creativity to motivate a class • Be a significant presence • Have excellent communication skills, both in writing and in person • Have an ability to form and maintain positive and sustainable relationships • Be a good motivator • Have an ability to prioritise • Be able to think and plan strategically • Have high level of organisational skills • Be committed to the ethos and values of the trust 		
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Assessment:

A = Application

R = Reference

I = Interview programme



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships: Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.

Dixons Academies Trust – A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation – A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham – Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.





Recruitment Pack

Thank you for your interest!

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