@LEADAcadTrust

Da Vinci Academy
A L.E.A.D. Academy

"One Team, Changing Worlds"

Teacher

Humanities

Candidate Information Pack

Ofsted Good Provider

Role: Teacher (Humanities)

Reporting to: Curriculum Leader

Salary: MPS/UPS

Location: Da Vinci Academy, Derby, DE21 4ET

Contract Type: Full Time

Contract Term: Permanent

Start Date: September 2023

Closing Date: Monday 20th March 2023 at 9.00 am

Interviews: Week commencing Monday 27th March 2023

Join us on our amazing adventure to make THE difference

"Leaders put pupils' interests at the heart of all that they do" Ofsted 2021

Having converted to academy status at the heart of the L.E.A.D. Academy Trust in May 2017, Da Vinci Academy is now a successful secondary school with around 700 students and an increasing school roll (oversubscribed in KS3 and also next year's intake). In summer 2019, we were proud to be the most improved Progress 8 school in Derby and in October 2021, we were rated 'good' by Ofsted. A copy of the report can be found on our website.

We are described as a 'proudly inclusive school with a big heart and huge ambition'. A student-centred philosophy is supported by an unwavering commitment to the achievement of successful outcomes for each and every young person.

"The school is inclusive and welcoming to all. Pupils feel valued and cared for."
Together with the L.E.A.D. Academy Trust, a strong and clear vision is in place - **one team changing worlds**. Our vision is achieved by supporting all to **Aspire, Believe, Learn, Achieve**. This is what we all firmly believe in and strive for at all times. The benefit of our close-knit academy community is a real team environment where people genuinely care for each other and where students and staff alike can really shine.

"Staff have high aspirations for all pupils' success. Leaders are determined that no child will be left behind."
We are looking to recruit a **Teacher of Humanities.** The ideal candidate will be an energetic and positive professional who can combine their experience of and passion for the humanities curriculum with the ability to inspire our students. You will be an enthusiastic classroom practitioner with the skills and determination to ensure exciting learning and outstanding academic progress for students of all abilities. This role is suitable for ECT's.

"Leaders are considerate of staff's workload and promote staff's well-being."
In return, we can offer brilliant development from experienced leaders and one of the most supportive staff cultures that you could hope to be part of. We are family oriented and recognise a life outside of work whilst being determined to do everything we can as professionals in support of our students. Individual and academy team ambition go hand in hand. LEAD Trust support and career development are a given.

"Staff fully support leaders' vision for the school's continued improvement."
A drive to continue the ongoing improvement trajectory of our academy is a given and this role will support our determination to continue building positive attitudes to learning by all students. Ambitious team players with a good sense of humour are welcome. Our team goes above and beyond to support each other and our students so it is critical that this aligns with the candidate's own values and ethos. Applicants will be expected to be able to demonstrate a prior commitment to their own professional development and should be looking forward to ongoing development of their own practice and that of the academy team as part of our collaborative and supportive Trust offer.

In summary, we are looking for someone who:

- has high expectations of pupil progress.
- is passionate about education and developing a love of learning in students.
- has the skills to work collaboratively with the teaching team.
- can build positive relationships with pupils, staff and parents.
- is willing to embrace or bring new ideas to the Academy.
- has ambition combined with a commitment to developing their own skills.

In return, the successful candidate will:

- be joining a strong and dynamic team of professionals.
- work in a school with high aspirations for all of its students and staff.
- be provided with excellent career opportunities.

It is an exciting time at Da Vinci Academy, and you will be part of our future development and the adventure to continue raising standards as we build an exceptional academy together as one team.

disability confident COMMITTED

We welcome applicants from diverse backgrounds and promote accessibility and inclusivity for all. L.E.A.D. Academy Trust is a committed to the recruitment and promotion of all on the basis of ability and suitability for the role irrespective of disability, race, gender, health, social class, sexual preference, marital status, nationality, religion, employment status or age. The Trust is committed to treating your application fairly on these grounds.

Safeguarding

The L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS check.

Da Vinci Academy adopts a rigorous Safer Recruitment Policy which is followed for every appointment.

If you are invited to interview, your suitability to work with children will be explored. As such you will be asked to declare any convictions, cautions or reprimands which you have incurred.

If you are then successful at interview, an offer of employment will be made. This offer will be subject to the L.E.A.D Multi-Academy Trust Receiving:

- Satisfactory background checks e.g. Enhanced Disclosure and Barring Service check, Prohibition Check and Medical Check
- Satisfactory References
- Proof of Eligibility to work in the UK

Staff will be expected to take part in an induction day which has a safeguarding focus.

Staff will be expected to undertake CPD Safeguarding Training throughout every academic year.

There is a clear policy for staff conduct which all employees must adhere to.

How To Apply

Finding Out More

For more details about our academy, please visit our website www.davinciacademy.co.uk

Should you have any questions regarding the role please contact Jenny Linthwaite – jenny.linthwaite@davinciacademy.co.uk

It is important that potential applicants are able to find out as much as possible about both our academy and the role as they consider making an application. We welcome visits and can be flexible around timings of the day to suit. We are committed to doing all we can to support those interested in researching more about what it is like to work in our proudly inclusive, ambitious academy as part of our 'one team'. Pre-application visits are therefore very welcome. We can also arrange a phone call with our Headteacher or other suitable members of staff. To arrange such an informal discussion ahead of and around making an application, please email Jenny Linthwaite – jenny.linthwaite@davinciacademy.co.uk

Please find job description, job specification and information about the L.E.A.D. Academy Trust attached.

Making Your Application

To apply, please visit our website: https://www.davinciacademy.co.uk/teaching-staff/

Please send a completed application form and covering letter (no more than 2 sides of A4), with a supporting CV if you wish to.

Completed applications should be sent to vacancies@davinciacademy.co.uk

Closing date: Monday 20th March 2023 at 9.00 am
Interviews: Week commencing Monday 27th March 2023
Start date: September 2023

Applications will be reviewed upon receipt therefore shortlisted candidates may be contacted in advance of the closing date.

Please note that the selection process for all roles will take place face to face on site at the academy.

The L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Job Description - Classroom Teacher

Strategic Purpose:

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the students in your care
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all students and the LEAD Trust values
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes
- To ensure that you provide a safe and happy environment that promotes the welfare of children
- To ensure all safeguarding and child protection policies are adhered to

Core Responsibilities:

Teaching and Learning

- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how children learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study
- Encourage students to develop study skills in order to learn more effectively and with increasing independence

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the curriculum, foster and maintain students' interest in the subject, and address students misconceptions
- Demonstrate a critical understanding of developments in the curriculum, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced
- Demonstrate a clear understanding of appropriate teaching strategies for literacy

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately
- Understand how a range of factors can inhibit students' ability to learn, apply this understanding to overcome these restrictions to learning
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Behaviour and Safety

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Carry out break and lunch /bus supervision and other duties as directed and within the remit of the current School teachers' pay and Conditions Document

- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support
- Deploy support staff effectively
- Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and well being
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual student progress and attainment in order to inform regular academy development planning
- Carry out any such duties as may be reasonably required by the Headteacher

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Person Specification – Classroom Teacher

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

Qualifications and Experience	Qualified teacher with QTS or recognised equivalent	E	
	Teaching experience within the age range and/or subjects applying for (ECT's welcome)	E	
Skills and Knowledge	Creates a stimulating and safe learning environment	E	
	Establishes and maintains a purposeful working atmosphere	E	
	Plans, prepares and delivers the curriculum as relevant to the age and ability group/subjects taught		D
	Assesses and records the progress of students' learning to inform next steps and monitor progress		D
	Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of their school community	E	
	Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom	E	
	Teaches using a wide variety of strategies to maximise achievement for all students including those with special educational needs and high achievers and to meet differing learning styles		D
	Encourages children in developing self-esteem and respect for others	E	
	Deploys a wide range of effective behaviour management strategies	E	
	Communicates to a range of audiences (verbal, written, using ICT as appropriate)	E	
	Demonstrates current knowledge and understanding of national and local education issues	E	
	Contributes to a culture of collaborative working to develop professional practice	E	
Pupils and Staff	Develops in students a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality	E	
	Promotes a classroom environment that values the success and sense of wellbeing of each student, focused on safeguarding and developing their spiritual, moral, social and cultural development and exemplary behaviour	E	
	Demonstrates continuous self-directed development	E	
Systems and Process	Would be able to build upon current academy improvement plans	E	
The Self-Improving School System	Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning		D
	Demonstrates entrepreneurial and innovative approaches to classroom improvement		D

Personal Qualities	Passionate about education	E	
	Approachable, enthusiastic and creative	E	
	Leads by example, demonstrating integrity, resilience and clarity	E	
Other	This role is subject to an enhanced DBS	E	
	May be required to travel to other Trust locations or third-party services as part of the role	E	
	Committed to the L.E.A.D. Principles	E	
	Hold a driving license and have access to own vehicle		D

L.E.A.D. Academy Trust

L.E.A.D. Academy Trust comprises of twenty five academies across Nottingham, Leicester, Derby, Lincoln and Sheffield. Our philosophy is to; lead, empower, achieve and drive.

At the heart of our Trust is the development of outstanding leaders. We empower individuals in our schools to provide the highest quality education, enabling every pupil to realise their full potential. We have also been recognised by Ofsted as a leading academy sponsor, securing rapid and sustainable improvement through the research and application of best practice across operational areas.

The combination of autonomy and collaboration across key areas of leadership and management underpinned by shared vision, values and best practice positions L.E.A.D. as a truly unique Academy Trust.

To view our 'L.E.A.D. Family Brochure' please visit:
www.leadacademytrust.co.uk

To see the wonderful achievements, proud moments and diverse events happening across our Trust please follow our twitter account:
@LEADAcadTrust

Our Leaders

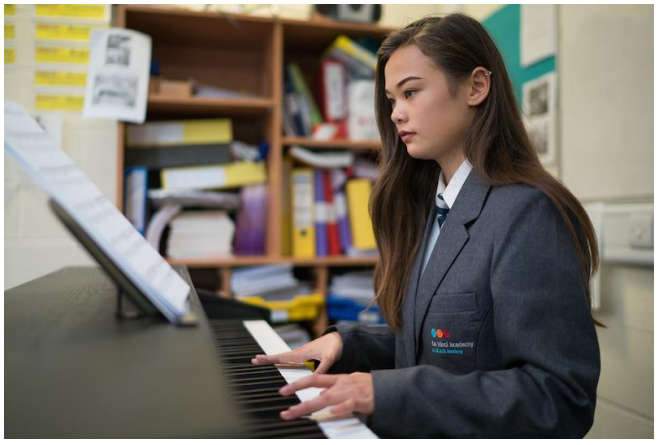
One of the core priorities for the L.E.A.D. Academy Trust is the development of outstanding school leaders. We are dedicated to providing an organisation which will:

- develop inspirational school leaders for the future through high quality recruitment, professional development and coaching;
- invest in joint training, peer coaching, sharing good practice and professional dialogue in a climate of trust;
- continually improve, exploring new ways of working, alternative curriculums and innovation;
- strategically plan to produce the next generation of high quality school leaders.

The L.E.A.D. Teaching School Alliance

The L.E.A.D. Teaching School Alliance is a dynamic, cross-phase collaboration of schools committed to harnessing, nurturing and sharing the specific skills and attributes required to teach and lead in areas with diverse pupil populations. Everything we do in our schools is about providing children with an outstanding, broad and balanced education.

Our innovative Initial Teaching Training (ITT) route aims to increase the number of quality teachers in our schools. In addition, we offer a range of high quality Continuing Professional Development (CPD) for staff at all levels and tailored school-to-school support. We are keen to nurture and grow staff across our alliance and offer a range of opportunities to develop the leaders of tomorrow. By working in partnership with The University of Nottingham and other regional Universities, we are also creating a research culture within our alliance that will impact positively on teaching, learning and the achievement of young people.



Our Support

We provide a range of high quality, professional services to schools in nine core areas:

Financial Management

Project Management

Procurement

ICT Management

Human Resources

Leadership Development

Legal Support

Governor Support

Education

L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

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