



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Teacher of Alternative Provision

Step-Out

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Dear Candidate,

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage. Our academies are based across South Yorkshire and Cambridgeshire, often in areas which have experienced generationally poor educational opportunities. Our role is to change that. We want to play our part in the social regeneration of these areas.

We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve.

With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality, but our sense of what defines us is still evolving. With this in mind, we are looking for leaders who:

Want to be part of our journey to outstanding, shaping our vision, and helping us to unlock the collective power of our system. If you're a solo flyer, our Trust is not for you.

Share our commitment to an inclusive, aspirational and academic education for all pupils.

Believe that in a Multi-Academy Trust, the whole is greater than the sum of the parts and that it is our collective responsibility to get the best outcomes for all our pupils.

Bring expertise, aspiration, courage, and a collegial approach. We are brave for our communities and we welcome challenge and ambition.

Are authentic, visible and driven.

Bring an academic perspective to their work, supported by well-researched, well-evidenced approaches that make us think and push the trust's practice forwards

Want our schools to be joyful places to learn, underpinned by expert teaching, brilliant curriculum, broad opportunities for learning and excellent consistent behaviour in every classroom.

For our part, we commit to challenging you, inspiring you, supporting your development and giving you access to leadership opportunities not only within your own school, but also across our Trust as your role develops.

Best Wishes

Rowena Hackwood

CEO at Astrea Academy Trust



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Job Description

JOB TITLE:
Teacher of Alternative Provision
Step-Out

REPORTING TO:
Trust Vice Principal

SALARY RANGE:
£30,291 - £47,452 per annum
MPS / UPS

CONTRACT TYPE:
Permanent

WORKING PATTERN:
Full Time - teacher terms and conditions

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Role Description

Purpose

To implement and deliver an appropriately broad, balanced, relevant and adapted curriculum incorporating the delivery of a range of subjects for students and ensure delivery of high quality teaching and learning for which the teacher is accountable.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers.

Main Duties and Responsibilities

Planning, Development and Coordination

- To set challenging teaching and learning objectives which are relevant to all students in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the provision and to promote the sharing of good practice.
- To manage the resources available and make recommendations in order to maintain and develop curriculum provision.

Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn.
- To involve students' in reflecting on, evaluating and improving their own performance and progress.

- To assess students' progress accurately against appropriate standards.
- To identify and support students' with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students' as appropriate.

Teaching and Class Management

- To have high expectations of students' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students' feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To adapt teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

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Person Specification

Qualifications and Experience

- Graduate with Qualified Teacher status
- Good relevant degree
- Teaching in either primary, secondary or specialist environment.

Skills, knowledge and abilities and professional attributes

- Good organisational skills
- Good communication skills
- Good teaching skills and range of strategies
- Knowledge of National Curriculum
- Knowledge of GCSE syllabuses
- Ability to integrate ICT effectively
- Understanding of Special Educational Needs
- Experience of working with student with SEMH needs.

Other professional attributes

- High expectations of all pupils
- High professional standards
- Ability to lead, manage and work as part of a team
- Understanding of the need for a scaffolded curriculum.

General Information and Working Arrangements

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.

To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

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About Astrea Academy Trust

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Employee Benefits

At Astrea we want all our employees to flourish and grow both professionally and personally, to help us support this mission we provide all our employees a generous range of benefits to support them in their personal and professional lives

Employee Benefits

You thrive, we thrive 



Astrea Academy Trust
INSPIRING BEYOND MEASURE

LIFE ASSURANCE

In the event of your death, your family have the benefit of financial support with life assurance cover provided through the pension scheme.



ASTREA PENSION SCHEME

Joining the Astrea pension scheme is one of the most tax efficient ways to save for your retirement. We offer our employees up to 24%* employers contributions.

Because your future matters to us.



*Depending on pension scheme

EMPLOYEE ASSISTANCE PROGRAMME

All of our employees receive the Health Assured EAP. We recognise the personal challenges that our people face and are proud to provide a service to support their emotional, physical, social and financial wellbeing.



Download the Health Assured WISDOM app via the app store.

ASTREA TALENT PROGRAMME

We believe in illuminating our people and connecting them with their purpose. Our Astrea Talent Programme provides career pathways to ensure our people flourish through learning and development opportunities.



GENEROUS ANNUAL LEAVE



We offer our employees generous leave entitlement.

We know that giving you sufficient annual leave to do the things that matter to you is important.

AND MORE....



- Professional membership contributions
- Cycle to work scheme
- Flexible / hybrid working*
- Eye care contributions
- Referral incentive for recruitment

*dependent on role



Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

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