



The Shared Learning Trust

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THE STOCKWOOD  
PARK ACADEMY

# WHY WORK FOR THE STOCKWOOD PARK ACADEMY?

## ABOUT US

- £30 million state of the art building will well-equipped classrooms
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday, catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding academy
- Freshly brewed coffee for staff on arrival to the academy every morning in your own 12oz Bamboo reusable cup
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- 15% of annual membership for Active Luton Gym
- All teaching staff receive a laptop to use whilst in employment

## SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

## WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on:

<https://www.thesharedlearningtrust.org.uk/vacancies3/60982.html>

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or [j.powell@thesharedlearningtrust.org.uk](mailto:j.powell@thesharedlearningtrust.org.uk)

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.



## HERE'S WHAT OUR STUDENTS HAVE TO SAY

*"Stockwood can be very eventful in a good way. I have lots of fun times with both staff and students"*

*"I like The Stockwood Park Academy because I learn challenging topics and the teachers are supportive."*

# OUR LEADERSHIP

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Dear Applicant,

I am delighted to extend a warm welcome to you.

The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is at the heart of all we do.

Best wishes,  
Mumin Humayun, Head of School

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust as principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength, employing some 500 fantastic staff members who serve over 4000 children within our communities. It is my privilege to be CEO of our family of schools and work with each head of school to ensure the best possible education in their own academy.

Our ethos is simple; to build a collaborative partnership of academies and schools that will provide exceptional educational provisions, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider community. They are role models and young leaders, who contribute to collegiate ethos with maturity.

## **We aim to recruit staff who:**

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching are keen to continually develop their own skills
- Recognise that teaching can be a demanding job but react positively to those demands rather than complaining
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future

I am conscious that this may be first your contact with trust and first impressions are very important. I hope what you have read, coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes, Cathy





## ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our academy a vibrant and exciting place with a positive ethos that runs throughout the academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.

## TEACHER TESTIMONIAL

### JOEL TOOMER, ASSISTANT PRINCIPAL

I've been fortunate to develop throughout my career at the Stockwood Park Academy. Since joining as an NQT History teacher, I have led teams as Head of History, Head of Humanities and been a member of our internal Teaching & Learning Team. Most recently, I have had the honour of being responsible for the development of teaching across the academy as Assistant Principal.

We strive for every lesson to make a difference and recognise the importance of keeping abreast with the latest educational research and evidence to inform our teaching. We have worked hard to develop a common language across the school when discussing teaching and learning and believe that the teacher is the expert in the classroom so we put our faith in our colleagues to deliver in ways that will benefit our students the most.

We support colleagues with a range of high quality internal and external professional development opportunities whilst seeking the best ways to further improve what we do best; teaching students so they can master the subject knowledge and skills that we care so passionately about.

# VISION & VALUES



## 'STRIVE, ACHIEVE, BELIEVE'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

### STRIVE

We will:

- Provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be
- Continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- Have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets
- Focus on the development of all our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression

### ACHIEVE

We will:

- Aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative
- Shared strong trust approaches to our key issues, e.g. teaching, assessment, attendance and curriculum development
- Offer an interesting yet challenging curriculum in each of our academies
- By our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all
- Continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence
- Place emphasis on collaboration with partners outside of our trust to maximise opportunities for all in our trust

### BELIEVE

We will:

- Enable all of our learners to develop and flourish, through close working and regular communication with our families and local community
- Care for our families beyond the school day, supporting the development of high self-esteem and belief
- Ensure that every child in our trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom
- Promote can-do attitudes and resilience across the trust that develop belief and high expectation

# STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers



Free, onsite car parking at all academies



Reduced gym membership & free onsite gym\*



Reduced rates for onsite professional car wash



Cycle to work scheme



Staff recognition with reward shopping vouchers



Support for all staff with an experienced licensed counsellor



Enhanced pension employer's contribution & death in service payment



Onsite Indian head or shoulder massage



Free tea & coffee plus a reusable Bamboo coffee cup for new starters



Dry cleaning & ironing service



Online delivery drop off service, including Amazon deliveries



Support with relocation, including a range of information and contacts



Refer a friend £500 bonus scheme

## CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at The Shared Learning Trust.

Therefore we have partnered with the Teacher Development Trust, offering our colleagues to further their professional development by studying for specialist NPQs which are all completely funded.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

When it's your birthday, you can also choose from a wide range of birthday boxes, complimentary of us!



## MEDICAL

Perkbox also provides access to 24/7 access to GP appointments, confidential support and guidance through our Employee Assistance Programme.

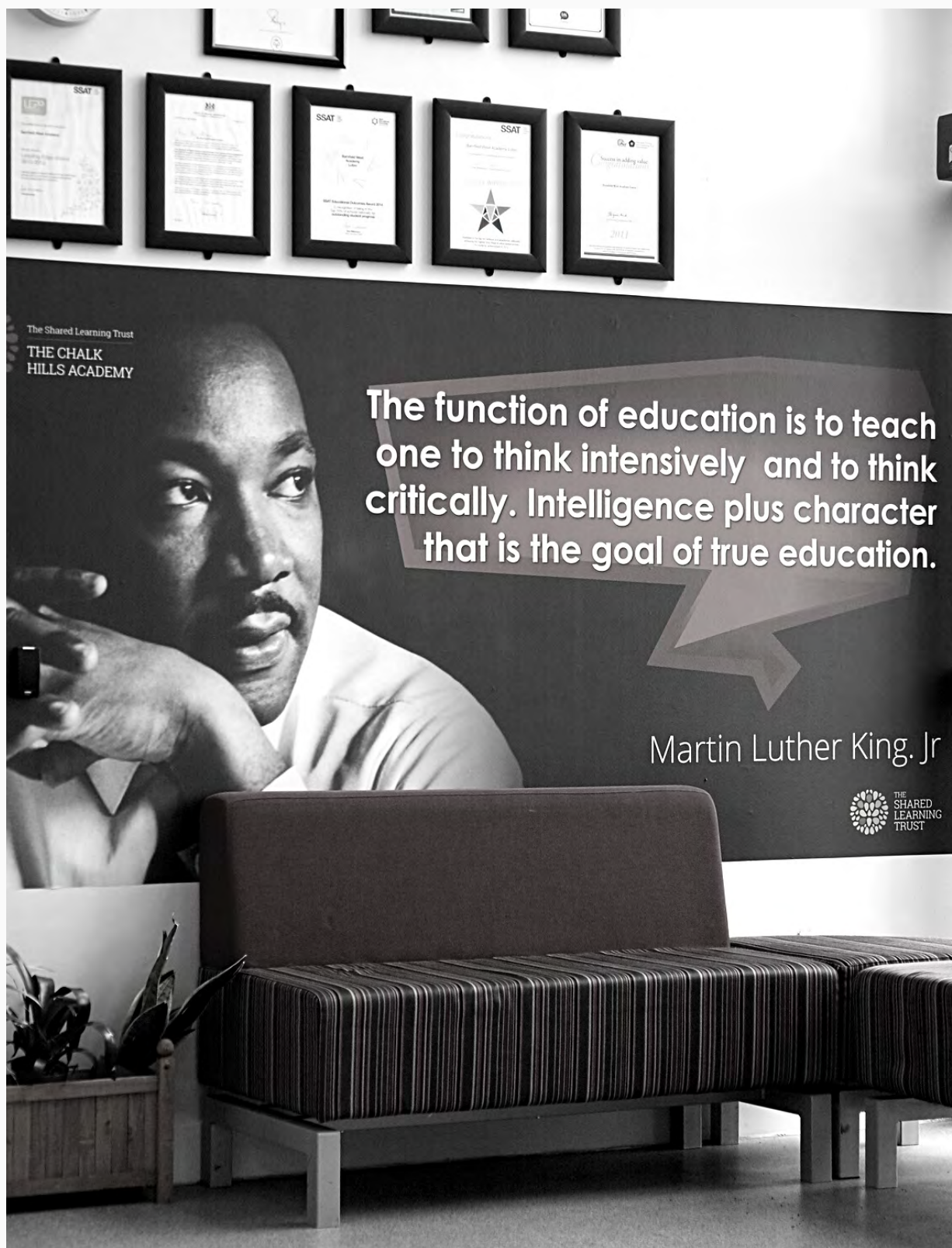
Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a **wellbeing portal**, full of resources and videos.

# RECRUITMENT BOOKLET



The Shared Learning Trust

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SEE MORE AT

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[WWW.THESHAREDLearningTRUST.ORG.UK](http://WWW.THESHAREDLearningTRUST.ORG.UK)



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## Teacher of Art

The Stockwood Park Academy have a great opportunity for a Teacher of Art and Textiles to join our dynamic and successful team. We are seeking a knowledgeable teacher who will support us in raising standards of teaching and learning across the Department and Academy. You will exercise your autonomy and flexibility in creating and establishing new strategies and ideas. You will also play an active role in supporting curriculum development to further our successes.

At our academy, we are proud of the unrivalled education experience offered and you will certainly benefit from forward-thinking and supportive leadership, an encouraging and enthusiastic staff body and enterprising students. The Stockwood Park Academy has state of the art facilities, fit for all your teaching needs. Our facilities include sporting and performance equipment which the whole school body are able to enjoy.

At The Stockwood Park Academy, we offer a school that will genuinely invest, support and develop you to become an outstanding practitioner and enable you to keep climbing the career ladder. If you are ambitious about excelling in your career and taking on additional responsibilities, we will give you the opportunities that you crave.

It is incredibly important to us here at The Stockwood Park Academy that all our staff are valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of staff that have joined us and been given excellent CPD and training that has allowed them to climb the career ladder.

### Key Duties:

- Be able to develop, plan and deliver effective and high quality learning experiences to all students
- Be an aspirational professional who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners.
- To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.

### Job Specifics:

**Start Date:** As soon as possible or September 2023

**Salary:** MPS/UPS £28,000 - £43,685

**Job Role:** Full time, Permanent



## Job Description: Secondary Class Teacher

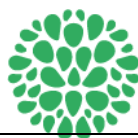
### PURPOSE OF POST:

The appointed candidate will be qualified and experienced in Secondary teaching. We are looking for candidates with a passion and proven success of working with children.

Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

The School Teacher's Pay and Conditions Document gives details of the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

| Responsibilities              | Key Tasks MPS1-6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Task Evidence                                                                                                                                     |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching Responsibility       | <ul style="list-style-type: none"><li>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li><li>Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils</li><li>Plan and prepare lessons to meet the needs of all pupils.</li><li>Use teaching time and resources effectively to promote learning objectives.</li><li>Use appropriate classroom organisation for curriculum objectives.</li><li>Set/mark appropriate, differentiated/challenging work and monitor completion.</li><li>Record and report on the progress and attainment of pupils.</li><li>Provide appropriate homework.</li></ul> | Planning file.<br>Lesson observations.<br><br>Work sampling.<br><br>Tracking date and pupil report                                                |
| Pastoral Care and Supervision | <ul style="list-style-type: none"><li>Establish a safe and stimulating environment for pupils, rooted in mutual respect</li><li>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li><li>Maintain an ordered and disciplined working atmosphere in lessons.</li><li>Provide guidance to pupils on social and behavioural issues.</li><li>Supervise pupils in lessons, breaks, moving around the school and off-site.</li></ul>                                                                                                                                    | Lesson observations.<br><br>Planning file and behaviour logs                                                                                      |
| Communication and Liaison     | <ul style="list-style-type: none"><li>Inform parents of half-termly curriculum plans.</li><li>Attend parent evenings to discuss curriculum issues and pupil progress.</li><li>Liaise with parents and outside agencies to support pupils.</li><li>Provide relevant information to other schools.</li><li>Provide information for Governors and educational agencies.</li><li>Attend staff meetings and work collaboratively with colleagues.</li></ul>                                                                                                                                                                                                                                 | Parent meetings.<br>Communication to parents.<br><br>Liaison meetings/transfer forms.<br>Committee/staff meeting minutes.<br>Communication books. |



|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                  |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>• Work in partnership with support staff and provide clear guidance for class helpers which promotes learning objectives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                  |
| Performance Management and Training | <ul style="list-style-type: none"> <li>• Be accountable for pupils' attainment, progress and outcomes</li> <li>• Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> <li>• Attend agreed professional development courses/school INSET to update skills.</li> <li>• Participate in school performance management.</li> <li>• Proactive role in keeping PM file containing suitable evidence for teaching standards and targets set.</li> </ul>                                                                                  | INSET/Training record.                                                                           |
| Curriculum and Management Duties    | <ul style="list-style-type: none"> <li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and policies.</li> <li>• Set up resource areas and manage a curriculum budget.</li> <li>• Monitor planning for the provision of PP, SEND, More able and EAL.</li> <li>• Ensure that subject leader monitoring and development folder are kept up to date.</li> <li>• Monitoring quality and standards of implementation.</li> <li>• Contributing to school planning and self-evaluation.</li> <li>• Providing professional support to other teachers and support staff.</li> <li>• Lead appropriate professional development sessions.</li> </ul> | <p>Policy, scheme of work.</p> <p>Subject leader monitoring sheets.</p> <p>Subject portfolio</p> |



## UPS 1 & 2

Teachers in the Upper Pay Scale are expected to make a substantial and sustained contribution to building team commitment in line with the statutory requirement to meet threshold standards.

Teachers are expected to contribute significantly to implementing work based policies and practice.

- Teachers are expected to deliver consistently good and outstanding teaching.
- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them.
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues.

## UPS3

As above and:

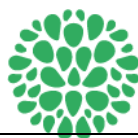
UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team with a substantial and sustained approach. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

*This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Head of school to undertake any other duties commensurate with this role.*

## Person Specification

Candidates will be assessed on the following:

| Essential Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Desirable Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional:</b> <ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• An enhanced DBS certificate</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>• Additional professional qualifications</li></ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Experience:</b> <ul style="list-style-type: none"><li>• Experience of teaching within Secondary education</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Skills, Knowledge &amp; Aptitude:</b> <ul style="list-style-type: none"><li>• Ability to create a stimulating learning environment</li><li>• An understanding of the role of assessment in teaching and learning</li><li>• An ability to communicate effectively with parents and other members of staff both orally and written</li><li>• Willingness to involve parents in their child's learning</li><li>• A caring and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities</li><li>• Ability to manage appropriately children's behaviour.</li><li>• Ability to teach in a fully inclusive environment</li></ul> | <ul style="list-style-type: none"><li>• A good understanding of school self-evaluation</li><li>• Ability to demonstrate a clearly identified personal educational philosophy</li><li>• A clear vision of their immediate professional development needs</li><li>• A sound understanding of different learning styles</li><li>• Experience of leading the development of a school policy</li><li>• A good understanding of work-life balance and how to achieve this</li></ul> |



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| <ul style="list-style-type: none"><li>• An ability to plan coherently and seek further opportunities to enhance the curriculum</li><li>• A sound Knowledge of National Curriculum at Key Stage 3, 4 and 5</li><li>• Positive role model with strong leadership skills.</li><li>• Self-motivated, creative and confident</li><li>• Willingness to learn, share experiences and influence the work of others</li><li>• Ability to work effectively and flexibly both independently and as part of a team and meet deadlines</li><li>• Ability to lead, advise and manage other staff within the classroom environment</li><li>• Confidence and appropriate training</li><li>• Computer literate</li><li>• Experience of leading an area of the curriculum</li><li>• Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development</li></ul> |  |
| <p><b>Personal:</b></p> <ul style="list-style-type: none"><li>• Well organised and efficient</li><li>• Ability to work on own initiative</li><li>• Ability to work as part of a team within a busy environment – good team player</li><li>• Excellent verbal and written skills</li><li>• Enthusiastic with a positive approach to new ideas and developments</li><li>• Flexible to meet the changing needs of the school</li><li>• Energy, drive and enthusiasm to support change in the future development of the school</li><li>• Self-motivated</li><li>• Demonstrate commitment</li><li>• Approachable and compassionate</li><li>• Aspirations for the future</li></ul>                                                                                                                                                                                                                                                        |  |

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.