



# WE ARE ASTREA

## TEACHER OF ENGLISH

### ASTREA ACADEMY SHEFFIELD PART OF ASTREA ACADEMY TRUST

#### APPLICANT BRIEF





## O PEN LETTER FROM OUR EXECUTIVE PRINCIPAL, KIM WILSON

Dear Candidate,

We are delighted that you are interested in applying for this role at Astrea Academy Sheffield. We are an all-through academy in Sheffield, and this is our third year since opening. September 2021 brings an exciting time for us – we are now moving into our first groups in KS2 and KS4 – it has gone so quickly! This is a rare and unique opportunity to join us on our journey - **where ambition has no limits!**

It is key to understand the context of our wonderful academy. We are a city centre school, where we serve the local community of Burngreave. 98.5% of our cohort are from Ethnic Minority Groups, 55% of our pupils are disadvantaged, with 46% currently receiving Free School Meals (national is 13.3%). Children with SEN represent 21% of the cohort. The catchment area of the academy is within the 2.5% most deprived areas within the country. This is why we do what we do. We are here to ensure all children receive the outstanding education and life chances that they are entitled to.



The Academy opened its doors for the first time in September 2018 and will in time be a 2 – 18 provision. We welcomed our first children in nursery, reception and year 7 as well as a brand new complement of staff. Since then we have grown each year, and we currently have 600 children, spanning years 7, 8 and 9 in our secondary building and nursery, reception, year 1 & 2 in the primary building. We are delighted to say we are the school of choice in the area and have recently found out we are oversubscribed again for September 2021!

Our ground breaking campus is truly breath-taking. With the combination of a Grade II listed building and a brand new building, there is a real physical heritage to our new school. With an investment in excess of £25 million, our facilities are cutting edge, including science and technology laboratories, modern classrooms, a 300-seat hall, 4G pitch, an underground sports hall, outside Amphitheatre and forest school learning area (to name a few).

Our location is at the heart of a new learning community which will continue to grow as we forge these ever essential relationships with families and businesses in the area.

We work within a supportive learning community of staff, parents and children, enabling a world of learning opportunities which will inspire and motivate scholars of Astrea Academy Sheffield to achieve excellence and create the successful path for their future. We are creating an academy where each day will be a journey of discovery to fire their imagination, establish their sense of worth, and to gain the confidence and courage to take a full part in the wider world.

This is a truly unique and once in a life time opportunity and we are seeking **distinctive and exceptional** individuals who are able to offer the absolute best they can to enhance the life chances of children at Astrea Academy Sheffield.

#WeAreAstrea

Yours sincerely,

**Kim Wilson**  
Executive Principal at Astrea Academy Sheffield



## ABOUT THE DEPARTMENT

### Our Vision:

We believe that the academic discipline of English enables scholars to better understand and participate in the world(s) around them. We know that our scholars deserve to experience the best that has been thought and said and therefore pride ourselves on delivering an ambitious, knowledge-rich curriculum. Authors studied at Astrea Academy Sheffield include Homer, Dickens and Levy.

We hold incredibly high expectations for all of our scholars and expect them to engage with challenging texts from the beginning of key stage three in our curriculum and across the school. Reading is fundamental to the work that we do at Astrea Academy Sheffield, as a department we work with staff across the academy to ensure that every scholar who walks through our doors is given the gift of reading to take away into the rest of their lives.

### Our Methods:

We are unashamedly focused on our own academic expertise and the best ways to transfer this essential knowledge to our scholars. We aim to inspire our scholars to love the fascinating complexities of our subject, just as we do. As a department, we use an evidence-based approach to pedagogical decision making and are proud that our curriculum is rooted in research. We favour booklets over PowerPoints and teach in a way that ensures no learning time is wasted. We live model, prioritise our scholars reading aloud and insist on excellence in their written and verbal responses.

### Joining Us:

Being a new all-through academy brings with it a multitude of exciting opportunities. The English department is still shaping its curriculum and welcomes teachers who will bring subject specific expertise and a willingness to contribute to our future. We are also committed to ensuring that the study of English at Astrea Academy Sheffield lives far beyond the walls of our classrooms and that our scholars experience of our subject is enriched with a wide variety of trips, clubs and competitions. Our current co-curriculum offer includes writing groups, reading groups, a debate team, a drama club and the running of the school library. We are looking to expand this offer based on the interests of the staff who join our team.



# JOB DESCRIPTION

## SALARY

MPS/UPS (+ potential TLR 2b for second in department role with a KS3 focus for an exceptional candidate & leader)

## CONTRACT TYPE

Permanent

## START DATE

September 2021

## Purpose

Teacher of English will ensure the highest standards of learning, development and achievement for their scholars and will take responsibility for the education and welfare of all scholars of Astrea Academy Sheffield. The Teacher of English has particular responsibility for the education of scholars for whom they are timetabled to teach and responsible for including the planning, preparation and assessment of work for scholars who are absent, excluded or in isolation.

## Main Duties and Responsibilities

### 1. Set high expectations which inspire, motivate and challenge all scholars

- ★ Establish a safe and stimulating environment for scholars, rooted in mutual respect.
- ★ Set goals that stretch and challenge scholars of all backgrounds, abilities and dispositions.
- ★ Demonstrate consistently the positive attitudes, values and behaviour which are expected of all scholars.
- ★ This role will involve a high level of subject curriculum planning, to ensure the national curriculum entitlement for app scholars is applied.

### 2. Promote good progress and outcomes by all scholars

- ★ Promote high standards of attainment, progress and outcomes for all scholars.
- ★ Plan differentiated teaching to build on scholars' capabilities and prior knowledge.
- ★ Guide scholars to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary.
- ★ Demonstrate knowledge and understanding of how scholars learn and how this impacts on teaching.
- ★ Encourage scholars to take a responsible and conscientious attitude to their own work and study.

### 3. Demonstrate good subject and curriculum knowledge

- ★ Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain scholars' interests in these subjects and address misunderstandings and misconceptions.
- ★ Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject.

### 4. Plan lessons (in line with minimum expectations) 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 and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding scholars have acquired.
- ★ Reflect systematically on the effectiveness of lessons and approaches to teaching.
- ★ Contribute to the design and provision of an engaging curriculum.

### 5. Adapt teaching to respond to the strengths and needs of all scholars

- ★ Know when and how to differentiate appropriately, using approaches which enable scholars to learn more effectively.



- ★ Have a secure understanding of how a range of factors can inhibit scholars' ability to learn, and implement strategies to overcome these.
- ★ Demonstrate an awareness of the physical, social and intellectual development of scholar, and know how to adapt teaching and learning to support scholars' education at different stages of development.
- ★ Have a clear understanding of the needs of all scholars, 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.
- ★ To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of scholars.

## 6. Make accurate and productive use of assessment

- ★ Make accurate and productive use of assessment in line with the expectations of the academy.
- ★ Make effective use of a range of assessment for learning techniques to measure progress in lessons.
- ★ 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 scholars' progress.
- ★ Use relevant data to monitor progress, set targets and plan subsequent lessons.
- ★ Give scholars regular feedback, both orally and through accurate marking, and encourage scholars to respond to the feedback.

## 7. Manage behaviour effectively to ensure a good and safe learning environment

- ★ Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, 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 scholars needs in order to involve and motivate them.
- ★ Maintain good relationships with scholars, exercise appropriate authority and act decisively when necessary.

## 8. Fulfil wider professional responsibilities

- ★ Make a positive contribution to the wider life and ethos of the academy.
- ★ Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- ★ Deploy support staff effectively (where available).
- ★ Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- ★ Communicate effectively with parents, carers and external agencies with regard to scholars' achievements and well-being.

## 9. Personal and Professional Conduct

- ★ Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy.
- ★ Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality.
- ★ Understands and acts within the statutory frameworks which set out professional duties and responsibilities.



## 10. Values

- ★ ★ Makes the education of scholars within the academy the main purpose of the role of the teacher.
- ★ ★ Accepts accountability for achieving the highest possible standards in their own work and conduct and to be able to be self-critical and reflective.
- ★ ★ Acts with honesty and integrity at all times.
- ★ ★ Is able to forge positive professional relationships.



# PERSON SPECIFICATION

## EXPERIENCE

- ★ ★ Successful English teaching or teaching practice experience

## EDUCATION & QUALIFICATIONS

- ★ ★ Qualified teacher status
- ★ ★ Degree or equivalent qualification in English or a very closely related subject area
- ★ ★ Evidence of recent in-service training in the specialist subject and other related areas

## SKILLS & KNOWLEDGE

- ★ ★ Able to demonstrate a thorough knowledge of English teaching
- ★ ★ Able to demonstrate a knowledge of innovative approaches to the teaching of English
- ★ ★ Must be an effective teacher, skillful in communicating with individuals and have a positive presence in the classroom
- ★ ★ Displays commitment to the protection and safeguarding of children and young people

## ANY ADDITIONAL FACTORS

- ★ ★ Ability to teach English to GCSE level. A level experience is desirable
- ★ ★ Must be confident, flexible, enthusiastic, approachable and able to inspire others
- ★ ★ Willingness to undertake professional development in the specialist subject and other related areas
- ★ ★ Willingness to assist in the development of extra-curricular activities.
- ★ ★ Must be able to contribute to the work of departmental teams.
- ★ ★ Must be determined to raise achievement
- ★ ★ Ability to offer another subject would be advantageous.

## This is not exhaustive.

*Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)*