



**WE ARE** ASTREA

**TEACHER OF ENGLISH**

**ASTREA ACADEMY WOODFIELDS**

**PART OF ASTREA ACADEMY TRUST**

**APPLICANT BRIEF**





## OPEN LETTER FROM PRINCIPAL

I am delighted you are interested in the post of Teacher of English **Astrea** Academy Woodfields.

It is with great pride that I am able to introduce myself as Principal of the Academy and it is a privilege to share with you our vision for the future. Astrea Academy Woodfields is on a journey to excellence and every decision is centered on students, enabling them to achieve their full potential so that they go on to a successful and rewarding future. It is our vision that students will become lifelong learners where we create outstanding young adults who are proud of their community and cultures.

As a successful candidate you will become part of the Astrea family that offers you unrivalled professional development where there is massive opportunity for career development, collaborative working and constructive feedback and solutions. We offer you the opportunity as we develop to teach at all key stages with our evolving Sixth Form provision alongside the potential to build upon the success at KS3 and 4. If you share our values and want to make the kind of difference to young people's lives that allow them to challenge social boundaries then we would love to meet you!

Please take this letter as an open invitation to visit our Academy and meet the children and staff that make Woodfields so much more than a building. If you let us know when you would like to visit, we will arrange for you to come and see this very special learning environment. I very much hope that you choose to apply for this post and I look forward to meeting you.

Yours sincerely,

**Adam Atkinson**  
**Principal at Astrea Academy Woodfields**



# JOB DESCRIPTION

<b>SALARY</b>	MPS/UPS
<b>CONTRACT TYPE</b>	Permanent
<b>WORKING PATTERN</b>	Term Time
<b>HOURS PER WEEK</b>	32.5

## Purpose

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum 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 post-holder will be expected to undertake duties in line with the professional standards for qualified teachers.

## Key Responsibilities

### Planning, Development and Co-ordination

- 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 line manager.
- To develop and audit schemes of work and other documentation related to English and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of English 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 school and to promote the sharing of good practice.
- To make recommendations for English resources 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 differentiate 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.



# PERSON SPECIFICATION

## EXPERIENCE & QUALIFICATIONS

- Qualified teacher status in English
- Good relevant degree
- Teaching throughout the age and ability range
- Experience of leading others

## SKILLS, KNOWLEDGE & ABILITY

- 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 the need for a differentiated curriculum
- High expectations of all pupils
- High professional standards
- Ability to work as part of a team
- Commitment to self-development and training
- The holder will possess an enhanced DBS
- A professional responsibility to promote and safeguard the welfare of children and young people
- Be a role model in setting professional standards in all aspects of the role
- Commitment to high standards in all aspects of the academy's work.

## **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)*