



Teacher of English (Intervention)

Full Time, Fixed Term
Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Astley Community High School as a **Teacher of English (Intervention)**. This post is suitable for an NQT, as well as experienced teachers and offers an excellent opportunity in our school. The role is fixed term for one year. This candidate information pack will tell you much more about our school and the role.

Astley Community High School and Whytrig Middle School, which are co-located in Elsdon Avenue in Seaton Delaval, form the Seaton Valley Federation of Schools together with Seaton Sluice Middle School. The three schools share a single governing body.

The role will primarily be based within Astley Community High School providing intervention lessons with students who require a little more help.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. Astley Community High School is rated 'Good' by Ofsted.

I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs. We are always keen to learn from other professionals and have developed an excellent relationship with other schools across the north-east to ensure teachers have access to a strong Continuous Professional Development programme. Building the skills and capacity of support staff is also a key priority.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact **Graham Scott, Head of School – ACHS** on **0191 2371505**.



John Barnes, Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To know every child academically and pastorally as a complete young person.**
- 2. To treat everyone and everything with respect.**
- 3. To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About Our Schools

	Age range	Total number of pupils	Number in sixth form
Astley Community High School	13-18	564	137
Seaton Sluice Middle School	9-13	316	N/A
Whytrig Middle School	9-13	247	N/A

Astley Community High School attracts a number of students from outside the Seaton Valley area. There is a strong sixth form and we typically retain 75% of our Year 11 students for further study. More information about sixth form including our prospectus is available from: www.svf.org.uk/sixthform

About our performance

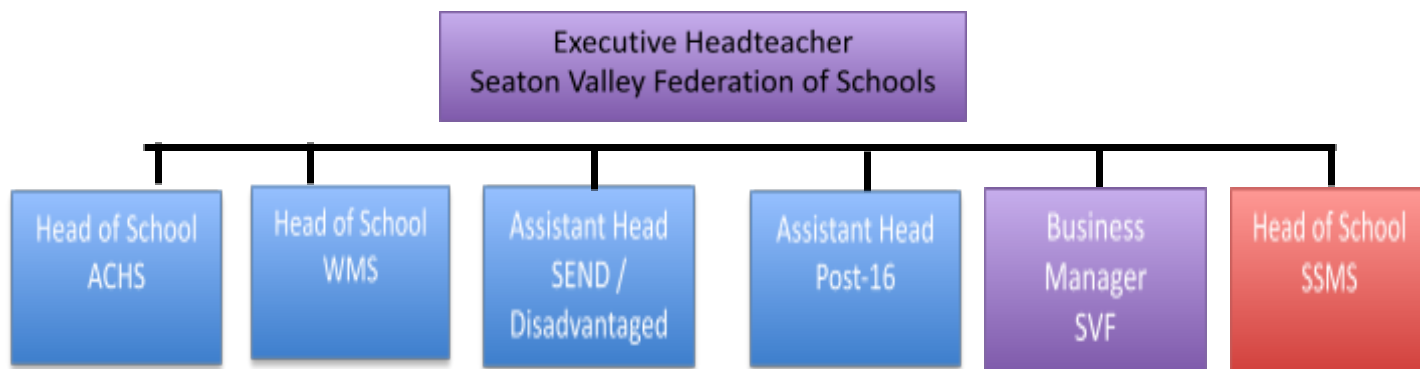
School	Overall effectiveness	Last Ofsted inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	January 2018
Whytrig Middle School	Requires Improvement	June 2018

Latest Ofsted report for Astley Community High School

Leadership and management	Good
Outcomes for pupils	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
16-19 Study Programmes	Good

“Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, ‘There are too many good things and I would not have time to tell you about them all.’ Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach.” Ofsted 2019

About Our Structure



About the English Faculty

It gives me great pleasure to introduce you to the English Faculty. You will join a focused team of five English teachers who are committed to delivering high quality lessons.

The English Faculty is a highly motivated team who work collaboratively and enthusiastically and specialise in both English Language and Literature. During the final year of Key Stage 3, we begin to prepare our students for GCSE examinations by introducing examination style texts and skills as well as promoting wider, supportive reading. In Key Stage 4, we study AQA English Language and Literature. In the Sixth Form we study AQA English Literature Specification B with a focus on Aspects of Tragedy and Elements of Crime Writing.

We are fully committed to supporting all staff to develop through their own CPD and an ethos of team working and support in school. The school has excellent pastoral systems and a strong commitment to safeguarding.

We look forward to the right candidate joining our passionate, diligent and enthusiastic team of teachers.



Graham Scott, Head of School – ACHS



Astley Community High School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Teacher of English

Main / Upper Pay Ranges (£25,714 to £41,604)
Fixed Term until 31st August 2022
1.0 FTE
Required from 1 September 2021

Small enough to care, big enough to make a positive impact

As a 13-18 school in south east Northumberland with good standards of teaching and behaviour and a strong commitment to improvement, we believe passionately that every student should be enabled to succeed in all aspects of school life. Building on our recent 'Good' rating by Ofsted, we continue to strive for further improvements.

This post would be suitable for an NQT or someone wishing to gain further experience.

We require an enthusiastic English practitioner to focus on delivery throughout Years 9-13 and make a positive contribution to results at both GCSE English Language and English Literature and A Level English Literature. You will provide intervention lessons to students who require a little more help in getting ready for their examinations, particularly due to COVID lockdowns.

With a strong sense of purpose and drive to improve student attainment and progress, you will join a small but committed team and will be supported to further develop your career and professional practice. Student behaviour and attitudes to learning are good throughout the school and we need a highly motivated individual who can enable students to exceed their expectations and have high aspirations for their futures.

Although this post is primarily to teach at Astley Community High School, you may also be required to teach at Whytrig Middle School as both schools share an Executive Headteacher and the same site.

Visits to the school are also warmly welcomed and encouraged. Please contact Graham Scott, Head of School – Astley Community High School on 0191 2371505 to make an appointment.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by 12 noon on Monday 5 July 2021 by e-mail to** vacancies@svf.org.uk

Further information about all of our current vacancies is available at: <http://www.svf.org.uk/vacancies>

NORTHUMBERLAND COUNTY COUNCIL
JOB DESCRIPTION

Post Title: Teacher	School: Astley Community High School
Payscale: Main/Upper Range	Date: September 2015
Responsible to: Relevant member of SLT or TLR postholder and to relevant Student Progress Leader/Head of School, as a form tutor	Responsible for: N/A
<p>Job Purpose: To be accountable for the progress and attainment of own students through effective teaching and learning and consistent implementation of school policies and departmental guidelines.</p>	
<p>Duties and key result areas:</p> <p>General</p> <ul style="list-style-type: none"> Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with relevant policies, departmental guidelines, schemes of work and the National Curriculum. <p>Generic Teaching and Learning Responsibilities</p> <ul style="list-style-type: none"> Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the agreed behaviour policy. Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and that the needs of all learners are met. Plan and prepare homework and other out of class work. Be aware of and apply a range of teaching and learning approaches which identify, build upon and develop pupil learning styles, and the ability to learn independently. Teach across a range of abilities and ages commensurate with the teacher's experience and skills. Assess, record and report on the development, progress and attendance of learners and analyse relevant data promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Set accurate targets for pupil improvement and monitor progress towards these. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas for development. Liaise effectively with parents/carers through informative oral and written reports on pupils' progress and achievements according to the agreed assessment and reporting schedule. Discuss appropriate targets with parents/carers and encourage them to support their child's learning, behaviour and progress. Demonstrate ongoing development and application of teaching practice, expertise and subject competence to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners. Attend continuous professional development activities when required to update knowledge of the National Curriculum, syllabus changes and national initiatives which impact upon teaching, pastoral or other responsibilities. Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work and planning lessons), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and wellbeing of learners. Contribute to the development and implementation of priorities, policies and activities in order to enable school development plan priorities to be achieved. Promote and implement policies and practices that encourage mutual tolerance, respect for diversity and the core values of the Seaton Valley Federation of Schools. 	

- Undertake the role of form tutor, if required to do so, and follow the guidance given by the Head of School and Student Progress Leaders.
- Carry out supervisory duties before school, at break or after school as required.
- Attend department and other school meetings as required.

In addition, Upper Pay Range teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Make a significant contribution to school improvement planning and evaluation.

Whole School Responsibilities

- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or come into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- Ensure that whole school policies are effectively implemented including health and safety, equal opportunities, e-safety, confidentiality and data protection.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

Work Arrangements

Transport requirements:	None.
Working patterns:	As identified in the relevant School Teachers' Pay & Conditions Document
Working conditions:	Normally based indoors other than teaching roles requiring significant work outdoors e.g. PE.

PERSON SPECIFICATION

Post Title: English Teacher		School: Astley Community High School and Whytrig Middle School
Essential	Desirable	Assess by
Knowledge and Qualifications		
<p>Qualified Teacher Status</p> <p>Honours degree – must be either in English or equivalent or relevant subject with significant experience of teaching English as a specialist subject over time</p> <p>Has good understanding of teaching/learning and behaviour management strategies</p> <p>Up-to-date knowledge of subject and curriculum requirements and examination/testing processes</p> <p>Evidence of relevant and ongoing professional development</p>		A, I, O, R
Experience		
<p>Teaching of subject to pupils at Key Stages 3 and 4</p> <p>Experience of using ICT effectively to support learning and raise attainment/accelerate progress</p> <p>Demonstrable track records of improving pupil outcomes</p>	<p>Teaching of subject to pupils at Key Stage 5</p> <p>Experience as a form tutor and/or of pastoral work</p> <p>Familiarity with GCSE English Language AQA course specifications</p>	A, I, R
Skills and Competencies		
<p>Good or outstanding practitioner</p> <p>Consistently meets or exceeds the national Teachers' Standards</p> <p>Has high expectations of pupils and is able to engage and motivate learners</p> <p>Able to set realistic and challenging pupil targets and accurately assess and review progress</p> <p>Accepts accountability for pupil outcomes</p> <p>Can plan, organise and manage own time</p>		A, I, O, R

<p>effectively</p> <p>Has positive values and attitudes in relation to self and others</p> <p>Able to consistently implement school policies and follow departmental guidelines</p> <p>Able to work collaboratively as a member of a team and willing to share good practice</p> <p>Able to establish effective relationships with pupils, parents/carers, staff and external stakeholders</p> <p>Able to safeguard children and young people</p>		
<p>Other</p>		
<p>Willingness to be a form tutor and develop effective relationship with tutor group</p> <p>No adverse criminal record</p>	<p>Willingness to support the development of performance amongst students at both schools.</p>	<p>A, I, R, C</p>

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. observation, case studies/visits, (c) recruitment and vetting checks e.g. DBS criminal record check

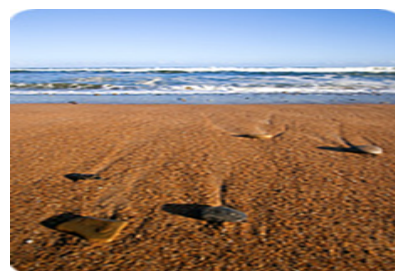
Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Customer Services and public library.

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-east teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

www.svf.org.uk/our-federation/policies

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post and the application guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed by noon on Monday 5th July 2021** to: vacancies@svf.org.uk. Please quote Teacher of English (Intervention) in the subject of the e-mail. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Seaton Valley Federation of Schools, c/o Elsdon Avenue, Seaton Delaval NE25

OBP Telephone: 0191 2371505

Website: www.svf.org.uk