

# Information Booklet

English Teacher



# A warm welcome from the Mast Academy Trust

Thank you for considering applying for this post within The Mast Academy Trust.

We genuinely believe that any of the schools within our Trust are wonderful places to work and develop your career.

We are a community of schools where relationships are positive, respectful and friendly. We consist of Birdsedge First School, Shelley First School, Kirkburton Middle School, Scissett Middle School and Scholes Junior and Infant School. We are an incredibly busy community of schools with lots going on all year round.

We are fortunate in having exceptional staff teams in all our schools who enthusiastically provide an engaging curriculum and a wealth of extra-curricular activities and experiences for our pupils to enjoy. Our schools, and the Trust, are supported by our dedicated and committed teams of Trustees and Governors.

As a community, we all work hard to ensure that pupils get the very best learning experience which supports them to achieve the very best outcomes.

We have a well-established passion for collaboration; working in partnership throughout the Trust and with a range of other alliances and as part of the Shelley pyramid of schools.

We would hope that what you read in the information pack and your wider research about the Trust and schools will encourage you to apply.



CEO – The Mast Academy Trust

## About the Trust

The MAST Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through academy status. The Trust currently comprises of five schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of MAST within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

*We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.*

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision. As individual schools and a Trust:

- We celebrate **individuality**
- We **collaborate** for the good of our children and staff
- We **inspire** our children, and our employees to **achieve** their ambitions
- We all **learn** from our experiences
- We ensure a **safe** and **caring** environment for everyone

We commit to:

- Put the **children** at the heart
- Value all our **people** and respect their well-being
- Serve the **community** around us
- **Respect** different opinions and then unite together
- Be willing to **challenge** and accept challenge
- **Support** all areas within the MAST Academy Trust
- Adhere to the Nolan Principles

**The Mast Academy Trust**

c/o Scissett Middle School, Wakefield Road, Scissett, Huddersfield, HD8 9JX  
[www.themast.co.uk](http://www.themast.co.uk) | 01484 865444

# Joining the Trust

## Career Progression

The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.

## Pension

Every employee of the trust and the schools part of The Mast Academy Trust has access to the Teacher's Pension Scheme or the Local Government Pension Scheme.

## Health and Wellbeing

As an employer we are committed to promoting and protecting the physical and mental health of all our staff. All employees in the Trust have access to a mental health and wellbeing service provided by Group Buy Scheme. The service provides counselling, medical and wellbeing support.

## Supportive Colleagues

Wherever you work within the Trust, in our school teams or collaborative teams, in a teaching or support role, there are leaders and colleagues there to offer support and guidance throughout your career at the Mast Academy Trust.

Our new colleagues receive a comprehensive induction; all our colleagues receive ongoing Continual Professional Development provided by the Trust or from external providers.

One benefit of being part of a trust is you can learn and share knowledge and experiences with colleagues from the other schools within the Trust.

## Equality

The Mast Academy Trust's aim is to attract people from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

We are committed to inclusivity and will consider requests for flexible working including part time and job share arrangements, where the role allows. We are committed to promoting and protecting the physical and mental health of all our staff.

We adopt a 'name blind' approach to shortlisting. Recruiting managers will not have access to personal information, including your name and contact details, until a shortlisting decision has been made.

# About Kirkburton Middle School

**Our highly successful school has just over 500 pupils. At Kirkburton Middle School (KMS) we are ‘large enough to specialise, small enough to care’**

## Our Area and Facilities

Originally built in 1973, the school is located on the outskirts of Huddersfield, 5.5 miles from the city centre. It is connected by a half hourly direct bus service and sits within a very pleasant semi-rural area, overlooked by the famous Emley Moor Mast. The school was originally designed to accommodate 350 pupils, with three main teaching areas. Over time many specialist facilities have been added: a Science Lab; Resistant Materials DT Room; Food and Textiles DT Room; Art Room, Music Room, and a Drama Studio. Our facilities match any you will find in a large secondary school. We also have fabulous outside spaces, many of which are used by the community after school and at weekends.

## Our Staff

There are around 60 staff employed at KMS and we are well supported by an active Governing Body and the wider Trust. We are fortunate to have highly committed, professional, and friendly staff, who work as a team to support both our pupils and each other. We also work beyond our own school and therefore our teaching and learning community extends across our Trust and we work very closely with our partner middle school, Scissett. For those wishing to progress their career, opportunities exist both within our school and across the Trust. Our work with Scissett was formalised in January 2023 when an Executive Leadership structure was introduced across the two middle schools. This built upon the success of the previously introduced subject strategic leadership model; all subject areas have a strategic leader, and in some cases a strategic second, who lead curriculum development and are responsible for outcomes across both middle schools.

We have a dynamic and forward-thinking senior leadership team who are totally committed to ensuring KMS is a fantastic place to learn and work.

## Our Pupils

We strive to provide the best education possible for all our pupils and will always put them and their learning at the centre of everything we do. We expect our pupils to represent the school with pride in the local community and beyond.

We set the highest standards of behaviour at Kirkburton Middle School, and we believe that every pupil should have the chance to learn without disruption or distraction. Consequently, behaviour standards are high. This is achieved through ensuring the highest levels of pastoral care and support for pupils.

We believe that children and young adults thrive in environments where they are nurtured; where they feel safe; where they are supported through difficult times. We invest in ensuring our pupils are equipped with the skills to identify mental health concerns and they know how to access support. They learn about respect and tolerance, and kindness and care. Within our trust, we have access to a broad range of expertise to signpost pupils who need that little bit of extra support and we offer training for staff who want to develop an expertise in an aspect of pastoral care or Special Educational Needs.

We were delighted that this work was recognised at our last inspection when OFSTED awarded the school outstanding for Behaviour and Attitudes and Personal Development in November 2021.

## Our School Organisation and Curriculum

Our school day begins at 08.55 and ends at 15.35, although we have many after school enrichment sessions. The week is split into 25 hour long lessons with a 20 minute break in the morning and one hour for lunch. We currently operate a two-week timetable and the school has a ‘traditional’ secondary

school-type curriculum. All pupils are taught all subjects by specialist teachers, enabling us to provide a rich and broad curriculum to Year 6 children. French is taught as a Modern Foreign Language and Design and Technology is split in to 'Resistant Materials' and 'Food and Textiles'. All pupils are taught two hours of PE a week. The teaching staff team is a combination of Primary, Middle and Secondary specialists. The staffing at KMS is very stable – people tend to stay for significant periods of time once appointed.

Developing each child as an individual and allowing them to grow in confidence and independence is a key feature of KMS. We attach great importance to the place of extra-curricular activities in our school programme. A wide variety of cultural, sporting, outdoor pursuits and other activities take place, with outstanding levels of success being achieved. It is hoped that applicants will give a clear indication of areas in which they are able and willing to participate. Dramatic performances at KMS have ranged from 'Oliver' to 'Bugsy Malone' and occur around once every two years. There are also a range of musical clubs and ensembles for pupils at lunchtimes.

KMS has a rich tradition of international and residential visits. We believe these visits add not only to the child's educational experience but also establish a culture of independence, a willingness to embrace differences and strengthen the feeling of being a global citizen.

We have recently introduced a house system to the school and this is backed by a strong pupil leadership programme and a highly effective pastoral team.

### **Our Community Links**

Education at KMS is about partnership – the partnership between pupils, parents, and our staff. We firmly believe a school should be at the centre of the community and we have excellent relationships with our Pyramid of schools, community groups and local businesses.

There is a strong tradition of developing Young Sports Leaders and Sports Ambassadors at KMS. This part of the curriculum is a particular strength. Our Year 8 pupils organise activities at lunchtimes and work with our First School pupils in the pyramid throughout the year, helping organise and officiate competitive and non-competitive events. This leadership programme then continues at Shelley College from Year 9 onwards.

### **Curriculum Impact**

One of the challenges of teaching in a Middle School is the fact that the school works within a three-tier system but is held accountable within a two-tier framework. The only national data available to Ofsted, the DfE and other interested parties are Key Stage 2 SATs results. As the school only has the children for two terms prior to the tests, liaison and partnership with feeder schools is vital in ensuring the pupils achieve as highly as possible. Similarly, partnership with Shelley College, to whom most pupils transfer, is also crucial in ensuring the children secure the GCSE success which their ability deserves. The school uses GL Tests as an externally validated measure of attainment and progress. The results of GL tests demonstrate that pupils make outstanding progress at KMS and they achieve highly. GCSE results at Shelley College further confirm this.

We hope that this outline has been useful, further information can be found on the school website - [www.kirkburtonmiddleschool.co.uk](http://www.kirkburtonmiddleschool.co.uk). If you have any questions, please do not hesitate to contact the school.

**You are strongly encouraged to come and visit so you can experience the truly unique and very special feel of our school. We'd love you to consider joining our KMS family.**

# Teacher

For the Kirkburton Middle School

|                |  |
|----------------|--|
| Organisation   | Kirkburton Middle School   |
| Job Scale      | MPS / UPS  |
| Hours          | Full-time  |
| Type           | Permanent  |
| Job share      | Applications can be considered   |
| Location       | The primary place of work shall be Kirkburton Middle School, you may be required to work at any school within the Trust. |
| Responsible to | Strategic leader for English   |
| JOB CODE       | KMSENGTJUN24   |

**The Mast Academy Trust and its members, trustees, governors, executive leaders and Headteachers are committed to safeguarding, promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place; it expects all staff and volunteers to share the commitment.**

**Appointments will be subject to an Enhanced DBS check.**



## Overview

We are seeking to appoint an enthusiastic and motivated teacher to join our happy and hardworking team.

### Candidates should be:

- An excellent classroom practitioner
- A team player
- Enthusiastic about learning
- Familiar with the English National Curriculum
- Able to contribute to our very high standards
- Organised and committed

### Furthermore candidates should:

- Have a strong moral purpose which puts pupils at the centre of everything
- Believe in high achievement for all pupils

## Basic Job Purpose

- Teaching a timetable as directed by the Head Teacher and taking responsibility for the teaching and learning of assigned groups of pupils within the context of the ethos and aims of the school.
- Establishing and maintaining regular communications with the subject strategic lead, teacher colleagues, Governors, parents and other schools.

## Main Responsibilities –Teacher

### Accountable for:

- The quality of teaching and learning within assigned classes/ groups
  - Ensure teaching is consistently of a high standard
  - Adapt teaching approaches in order to ensure all pupils make great progress from their starting points
  - Play an active role in ensuring a consistently orderly, calm and stimulating environment, both in and out of the classroom
  - Make a vital contribution to the efficient running of the Department, including setting and marking assessments, assisting in moderation of assessments
  - Enhance the quality of teaching and learning in the Department and wider school through sharing resources and good practice, lesson observation, collaborative teaching, and active participation in CPD
  - Develop habits of excellence in ourselves and our pupils through an emphasis on high expectations in all we do



- Direct and supervise support staff assigned to lessons to ensure the support provided to individuals and groups is having a significant impact on academic progress
- To carry out regular, meaningful and measurable assessments for pupils
- To formatively assess pupils in all lessons
- Maintain accurate pupil data that can be used to make teaching more effective
- Be able to 'Teach on your feet'
- Learning beyond the classroom
  - A commitment to supporting extra-curricular clubs and activities
- Sharing good practice
  - To keep abreast of developments/good practice in teaching and learning within specialist subject(s)
  - To report back on INSET provided as required and to share good practice/inform colleagues.
- Supporting School administration.
  - To carry out break duties as required/agreed.
  - To support with before and after school duties.

#### **Further Duties**

- To carry out additional tasks deemed reasonable by the Head Teacher.
- To undertake performance management and to contribute to the programme as required / agreed
- To undertake and commit to your continued professional development

#### **General**

- Ensure care of pupils is at the heart of all we do: Report concerns immediately, make referrals as required and build strong relationships with pupils.
- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in safe environment.
- Participate in relevant and appropriate training and development as required.
- Carry out your duties with due regard to current and future school / trust policies, procedures and relevant legislation. These will be drawn to your attention as part of your induction and ongoing performance development and through school communications
- Promote and actively support the trust's responsibilities towards safeguarding.

## Person Specification - Teacher

|          |           |          |                  |
|----------|-----------|----------|------------------|
| <b>E</b> | Essential | <b>A</b> | Application Form |
| <b>D</b> | Desirable | <b>T</b> | Test/Exercise    |
|          |           | <b>I</b> | Interview        |
|          |           | <b>R</b> | References       |

### Qualifications & Experience

|          |   |           |
|----------|---|-----------|
| <b>E</b> | Qualified Teacher Status  | <b>AI</b> |
| <b>E</b> | Degree or equivalent academic qualification                                 | <b>AI</b> |
| <b>E</b> | Experience of successful team membership                                    | <b>AI</b> |
| <b>E</b> | Experience of using assessment to support and enhance learning and progress | <b>AI</b> |
| <b>E</b> | Knowledge of latest developments in educational matters, especially ICT     | <b>AI</b> |
| <b>E</b> | Willingness to attend further training related to the post offered.         | <b>AI</b> |

### Knowledge & Understanding

|          |  |           |
|----------|--|-----------|
| <b>E</b> | Successful teaching with excellent subject knowledge                     | <b>AI</b> |
| <b>E</b> | Pedagogical expertise in the subject                                     | <b>AI</b> |
| <b>E</b> | Evidence of a good record of raising achievement and improving standards | <b>AI</b> |
| <b>D</b> | Evidence of appropriate professional development                         | <b>A</b>  |
| <b>D</b> | Understanding of the GCSE requirements for English                       | <b>AI</b> |
| <b>D</b> | Understanding of the KS2 curriculum for English                          | <b>AI</b> |
| <b>D</b> | Experience of teaching a second subject                                  | <b>AI</b> |
| <b>D</b> | Extra-curricular involvement e.g. clubs                                  | <b>AI</b> |

### Skills & abilities

|          |   |            |
|----------|---|------------|
| <b>E</b> | Enthusiastic and hard working   | <b>AI</b>  |
| <b>E</b> | Sound judgment and ability to make decisions based on understanding of relevant information | <b>I</b>   |
| <b>E</b> | Able to prioritise work, use own initiative and to manage work to meet tight deadlines      | <b>AI</b>  |
| <b>E</b> | Adaptability to changing circumstances/ideas  | <b>I</b>   |
| <b>E</b> | Attention to detail   | <b>AI</b>  |
| <b>E</b> | An interest in further professional development   | <b>AI</b>  |
| <b>E</b> | Willingness to work as part of a team   | <b>AIR</b> |

### Personal Qualities

|          |   |            |
|----------|---|------------|
| <b>E</b> | Commitment to undertake continued training and development                        | <b>I</b>   |
| <b>E</b> | A commitment to Middle School education   | <b>AI</b>  |
| <b>E</b> | Willingness to undertake an enhanced Disclosure and Barring Service check.        | <b>I</b>   |
| <b>E</b> | Adaptability to changing circumstances/new ideas                                  | <b>I</b>   |
| <b>E</b> | Ability to inspire confidence in staff, students, parents and others              | <b>I</b>   |
| <b>E</b> | A commitment to inclusive education   | <b>I</b>   |
| <b>E</b> | Reliability, integrity and stamina  | <b>IR</b>  |
| <b>D</b> | Determination to succeed and the highest possible expectations of self and others | <b>I</b>   |
| <b>D</b> | Resilience and perspective  | <b>I</b>   |
| <b>D</b> | Personal impact and presence  | <b>I</b>   |
| <b>E</b> | A sense of humour and fun   | <b>AIR</b> |

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

# Application Details

Thank you for taking the time to read this pack.

## **Applying for the role of Teacher of English**

If you wish to apply for the post of Teacher then please complete the application forms found on [www.themast.co.uk](http://www.themast.co.uk)

Completed applications should be returned to:

Claire Gray

The Mast Multi Academy Trust

c/o Scissett Middle School,  
Wakefield Road, Scissett,  
Huddersfield,  
West Yorkshire,  
HD8 9JX.

Your application can also be emailed to [HR@themast.co.uk](mailto:HR@themast.co.uk)

**The job code for this role is KMSENGTJUN24 and should be included on the envelope if posting your application, or in the subject field if you are sending using email**

If you would like an informal discussion with regards to the role prior to applying please contact

**Gemma Dean, PA to the Headteacher, 01484 222737**

## **Shortlisting**

As part of our safer recruitment process, references will be requested prior to interview. Only in exceptional circumstances will the school interview without references prior, where the candidate does not wish to notify their current employer; applicants must make this clear when submitting an application. Job offers will always be on condition of satisfactory references.

Online searches will be carried out for all shortlisted candidates therefore it is essential that your 'handles' are accurate to comply with these checks. The information will be treated as strictly confidential and shared with the recruitment panel to validate your suitability for the role that you have applied for. The scope includes relevant qualifications, whether a candidate poses a potential safeguarding risk or reputational damage for the school or trust. The information found may be explored at the interview stage. Data gathered will be recorded as appropriate and destroyed in line with the data protection policy.

Shortlisted candidates will be asked to provide details of unspent convictions and those that would not be filtered, prior to the date of the interview.

## **Equality Opportunity Monitoring**

The Mast Academy Trust wants to meet the aims and commitments set out in its equality policy and statement. This includes not discriminating under the Equality Act 2010, and building an accurate picture of the make-up of the workforce in encouraging equality and diversity.

We would appreciate it if you would complete an equal opportunity monitoring form by following (or by copy and pasting) this link <https://forms.office.com/r/d2JqgY2K2u>

**Dates**

The closing date for applications is Monday 17<sup>th</sup> June at 11.00am.

The interview date is expected to take place on Thursday 20<sup>th</sup> June.

If we have not contacted you by Tuesday 18<sup>th</sup> June please assume that on this occasion your application has been unsuccessful.

The expected start date for the succesul candidate would be 1<sup>st</sup> September.

**Please accept this as acknowledgement of the time and interest you have shown**