



Ellesmere Park
High School

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Teacher of English with TLR



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Teacher of English at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through our values of:

Partnerships

Opportunity

Integrity

Excellence

Equity

Being people-centred

We recognise the unique value of each individual, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

Our focus on being people-centred extends to providing exceptional professional development for all members of our Trust, including teaching and support staff. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed. We also value our stakeholders as partners in our collaborative efforts with the communities we serve.

Consilium Academies is currently undergoing significant development with numerous opportunities for all staff. Joining us now presents an exciting prospect for professional and personal growth.

Michael McCarthy
Chief Executive Officer of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

Thank you for your interest in working at Ellesmere Park High School.

Our aims as a school are founded on the values that are encapsulated by our motto 'Vibrant, Inclusive, Proud'. We will ensure that all of our students experience the fullness of life by:

- Providing them with an exciting, engaging and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our school and our community to the full.

I am very clear in what I want our school to deliver to our current and future students: the education that they deserve in a school that prepares them for successful and enriching lives. They deserve the very best education that can be provided. My leadership of the school will be defined by a desire to deliver this, to serve our community and to help make the ambitions of our community and young people a reality.

We are seeking to appoint a qualified, creative and enthusiastic individual to join our motivated team in a School that is committed to offering a warm, friendly and purposeful setting for all our students to flourish.

I can't think of a better time to join Ellesmere Park High School as we look forward to an exciting and bright future.

I look forward to hearing from you.

Kind regards,

J I Ross
Headteacher



About the School

Ellesmere Park High School is a co-educational academy, part of Consilium Academies, based in Salford, with approximately 750 students on role.

Our values of Vibrant, Inclusive, Proud are at the core of everything we do.

Vibrant: Our school is a vibrant school, where all are encouraged to be expressive, creative and enjoy their learning in a positive atmosphere.

Inclusive: Our school is an inclusive school, where all are valued and thrive in a safe, caring and supportive environment. We welcome everyone to our diverse community and encourage friendly and mutually respectful relationships.

Proud: Our school is a proud school, where all aspire to be successful in whatever they do. We strive to enable all to be lifelong learners, equipped to fulfil our dreams.

We aspire to make education lively, memorable and exciting. Ellesmere Park welcomes and nurtures people from diverse backgrounds with wide-ranging talents and abilities, and we actively strive to remove barriers.

Ellesmere Park High School will always strive to fulfil each child's potential and provide our students with a broad and balanced curriculum which will enable them to move on to college or work with the right skills and qualifications needed to maximise their life chances.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Interim Chief Executive, Tracey Greenough. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 34 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Vivup. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent CPD offer for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

About the Role

Job Title: Teacher of English with TLR

Start date: To be agreed

Hours: 32.5 hours, term time plus 5 days

Contract: Permanent

Salary: MPS/UPS + TLR 2a

Are you passionate about English and determined to make a real difference? We are seeking to appoint a committed and inspirational Teacher of English who is able to obtain the best outcomes for their pupils.

We are looking for someone who is passionate about their subject and determined to impart knowledge, skills and understanding to all our young people, whilst exciting and engaging them in their learning. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture.

We are looking for:

- An inclusive individual, with high expectations of their students, who is committed to maximising rates of progress and has innovative ideas to support all pupils
- Someone with a sense of humour, who understands the importance of developing a positive culture in our organisation.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic and dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Hayley Silcock at Hayley.silcock@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is 15th April 2024

Interviews will take place on a date TBC

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

In accordance with our statutory obligations under Keeping Children Safe in Education Consilium Academies is required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which Consilium Academies might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:	Teacher of English with TLR
Reports to:	Head of Department
Grade:	MPS/UPS + TLR2a

Main purpose of the Role

- To deliver a curriculum to students according to their educational needs, including the setting and marking of work.
- To assist and support students' academic progress and emotional development.
- To work with colleagues as appropriate to raise standards of achievement and attainment.
- To comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to the appropriate person

Core Responsibilities & Tasks

Main Duties

- To maintain the highest professional standards as set out in the Teachers' Standards document.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
- To plan their teaching to achieve maximum progression in pupils' learning
- To assess records and reports on the attendance, progress, development, and attainment of students, and produce such records as are required.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To use a variety of teaching methods, including ICT, which sustain the momentum of pupils' work and keep all pupils engaged
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships.
- To set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through the development of positive and productive relationships
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written, verbal and diagnostic feedback as required following school policies to maximise pupils' progress.
- To evaluate their own teaching critically and to use this to improve their effectiveness

Operational/Strategic Planning

- To assist in the development of appropriate syllabus, resources, schemes of work, marking policies and teaching strategies.
- To contribute to the department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to whole school planning activities.

Curriculum Provision

- To assist the department and whole school in ensuring a range of teaching is provided for students, which complements the school's strategic objectives.

Curriculum Development

- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims and strategic objectives.

Staffing

- To take part in the school staff development programmes, by participating in arranged training for professional development.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage in the Performance Management Review process.
- To ensure the effective and efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relationships within the school.

Quality Assurance

- To help implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation within the department area in line with agreed school procedures; including evaluation against quality standards and performance criteria. To seek, implement modification and improve where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communication and Liaison

- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communication in the school
- To take part in parents' evenings
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the department to identify resource needs, and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of departments and students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral Team/Head of Year to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons, and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files, and other reports.
- To alert the appropriate staff of issues/concerns/problems concerning students and to make recommendations as to how these may be resolved.

- To communicate as appropriate, with the parents/guardians of students, and with persons/bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship, and enterprise according to school policy.
- To apply the Behaviour for Learning Policy so that effective learning can take place.
- To ensure that appropriate safeguarding procedures are in place and applied.

School Ethos and Other

- To play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.
- To ensure that appropriate safeguarding procedures are in place.
- To participate in the school extra-curricular programme.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.

Person Specification		
Qualifications and CPD	Essential	Desirable
Qualified Teacher Status; degree level or higher	X	
Honours Degree	X	
Awareness of current GCSE syllabus development		X
Experience, Knowledge and Skills	Essential	Desirable
Able to enthuse, motivate and discipline students	X	
Experience of teaching across the full age and ability range of an 11-16 school	X	
Ability to teach to KS3 and GCSE	X	
To be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them	X	
Enthusiasm to inspire in students a desire to learn and participate	X	
Ability to have the vision to plan ahead and to get things done	X	
Efficient manager and administrator	X	
Good, up-to-date, subject knowledge and skills	X	
Full working knowledge of the National Curriculum requirements for Maths	X	
To work as part of the team, contributing effective strategies to support high quality teaching and learning	X	
To be able to work effectively with pupils, staff, parents and members of the community	X	
Interest in innovation in the classroom including interactive whiteboard skills		X
To be able to assist in the planning and organisation of school trips/visits		X
Personal Attributes	Essential	Desirable
Suitability to work with young children	X	
Able to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Emotional resilience in working with challenging behaviours	X	
Positive attitude and authority in maintaining discipline within both the practical and classroom environment	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	