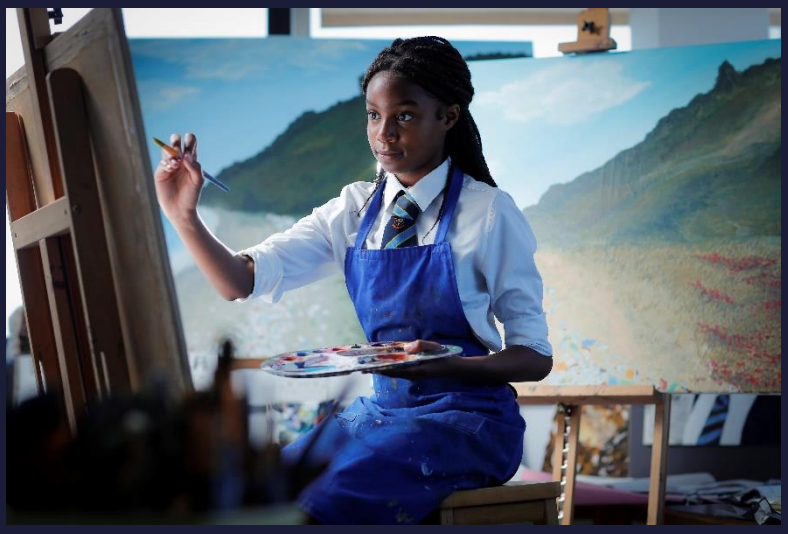
ST EDWARD'S
1710
CHURCH of ENGLAND ACADEMY



UNITY
SCHOOLS PARTNERSHIP





TEACHER OF HUMANITIES

Candidate Information Pack

WELCOME

Dear Applicant,

This is an exciting opportunity to join our school at a time when we are making considerable investment in achieving 'excellence' in all we do. We are very proud of our school and the opportunities that it provides for our wonderful students, staff, and our wider community.

Our school motto is 'Life in all its fullness' and this encapsulates our values and ethos. It is a school where every single individual matters. We have excellent staff, and we endeavour to make every individual, whatever their role in school, feel valued, respected, and cared for. Your voice will be heard, and you will be part of a supportive staff body where we have high expectations and standards, but we also have the conditions and systems in place to help staff to be successful. Being part of the Unity Schools Partnerships also enables us to collaborate across our family of schools and gives us access to wider opportunities and support for our staff. We are a close-knit staff team, who celebrate the good times and support each other through any challenging times.

We strive to personalise staff professional development, putting you at the centre of your own career pathway. We want to ensure that you achieve your full potential, which in turn ensures the best experiences for the students you are working with. We want to ensure you have a good work life balance and one of the ways we hope to achieve this is by introducing a two-week Autumn half term in 2023.

We pride ourselves in being an open school: one in which parents/carers feel they play a full and proper role in their child's education, and we provide outstanding student support to ensure that we remove students' barriers to learning. We focus on their own individual skills, strengths and aptitudes. Each student has a voice here – it is their school and their education. Yet each student is also part of a community, locally, nationally and globally. We want our students to become outstanding citizens and contribute greatly to the society in which they live.

Our school is rapidly increasing in size; it has a growing Sixth Form and staff turnover is low. We are proud of all that we have achieved but we are not satisfied and eager to continue to improve and as a member of staff within our school you will play an integral role in this.

So, if you are interested in joining our team of incredible colleagues in our school and trust, who are passionate about their work and the next part of our journey, I would welcome you to contact Maria Driscoll (Headteachers PA) at info@steds.org.uk or 01708 730462 to arrange a visit and informal discussion.

We look forward to hearing from you.

Best wishes

Jodie Hassan



Life in all its fullness



Our Vision & Values

Our Vision: 'Life in all its Fullness' (John 10:10)

The vision at St Edward's Academy is hinged around the ambition that all members of our community should live 'Life in all its fullness' (John 10:10). It is our primary aim that every member of our community feels valued and respected, and that each person is treated fairly and well, within a climate of mutual trust and respect.

St Edward's Academy is founded on Christian values and we exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit. Therefore we believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being.

Our curriculum for 'Life in all its fullness' is designed to equip children to be curious and confident independent learners but also responsible, resilient and caring citizens in their community. As they leave St Edward's Academy, we want every child to be ready to take on the next steps in their journey to adulthood with a love of learning, positive attitudes and a rounded set of values and skills to guide them. This is achieved through our HOPE values; Humanity, Optimism, Perseverance and Excellence.

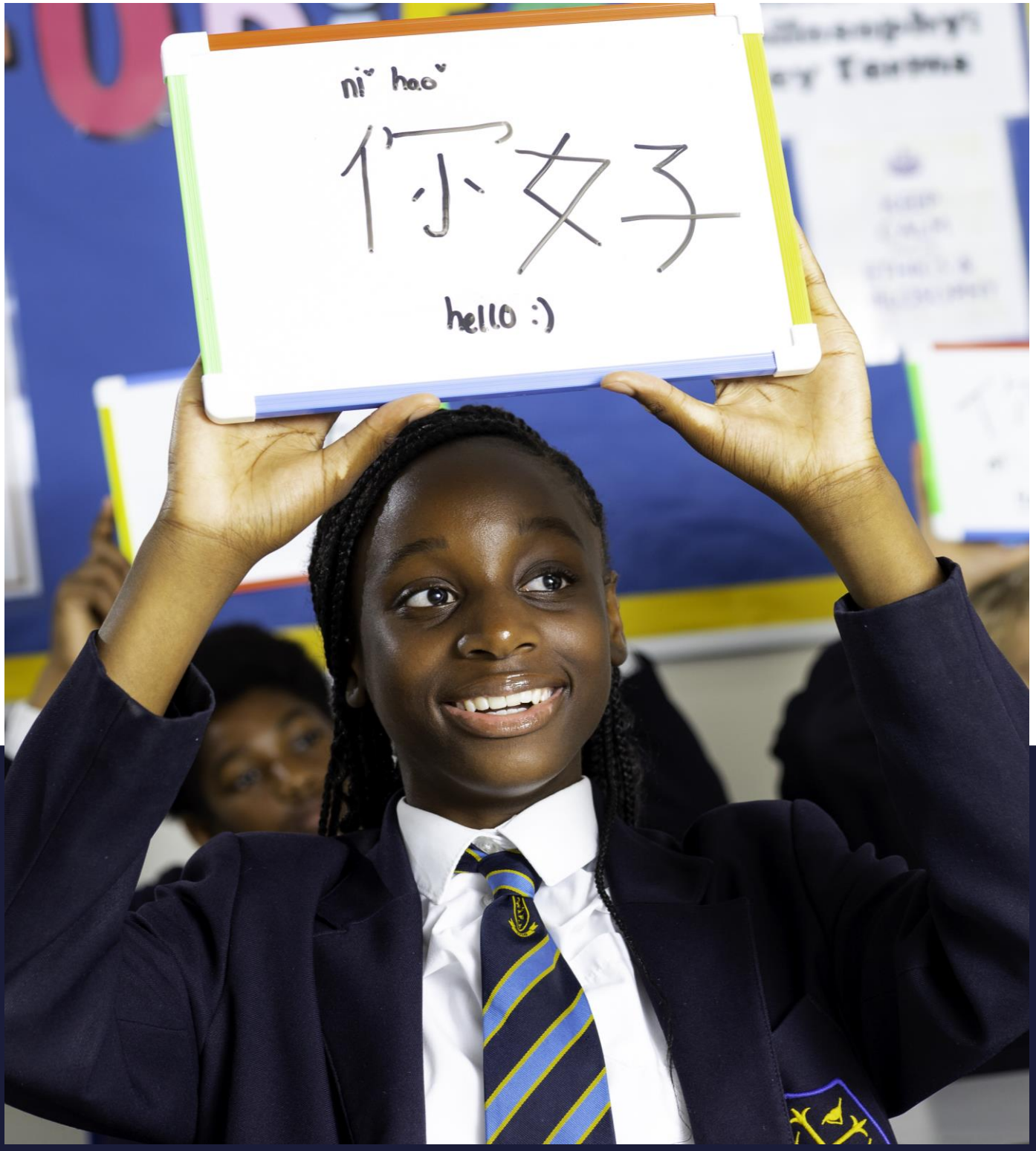
Our Mission:

To ensure that every student leaves St Edward's as the best that they can be: confident, articulate and culturally aware. We will make sure that we know every child, have the highest expectations of them and are there to support and guide them on the pathway from childhood to self-realisation as a young adult. Our students feel safe, valued and accepted.







"Making remarkable change happen"

UNITY
SCHOOLS PARTNERSHIP

We are Unity

– Characterised by ethical leadership and ambition for improvement at pace –

Unity Schools Partnership is a family of 32 schools—9 secondary (including 5 sixth forms), 2 middle, 17 primary and 4 special schools, located predominantly in Suffolk, but also on the Essex and Cambridgeshire borders as well as Romford in East London.

We share the same values and face similar issues, while providing a close network of support and challenge. We recognise the unique characteristics of each of the communities we work in and how they are reflected in distinctive school cultures. We are committed to a partnership that respects, sustains, and supports.

We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that communities must develop and grow to become sustainable. Our model is about creating interdependence – schools that are more self-sustaining than stand-alone academies, less dependent than local authority schools and more independent than schools in corporate chains.

We all subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people. Our central belief is that every young life is special – open to possibility, gifted with the potential to change the world for the better. Our ambition is to unlock the potential of all children, remove the barriers that limit aspiration and ensure that all our children succeed.

We will work with schools that can subscribe to these values and who are prepared to take responsibility and share resources with others. This approach is already improving the life chances of pupils in primary, special and secondary schools throughout the trust.



Why be part of the Unity team?

At Unity Schools Partnership our objective is to smash through barriers to make remarkable change happen. We pride ourselves on being an educational organisation that puts children first, going the extra mile for the vulnerable and disadvantaged, and every one of us has an impact on unlocking our pupils' potential. We are committed to providing a working environment where our employees can grow and thrive. We value collaboration, wellbeing, diversity, equality and work-life balance. Throughout our diverse family of schools and within our vibrant central hub we nurture talent, whether you are at the beginning of your career or looking to grow your expertise. With a plethora of business support and school-based roles, we have something for pretty much everyone. You bring the talent, we11 provide the career. Be part of the team and make remarkable change happen.

PERSONAL & PROFESSIONAL GROWTH

We recognise the importance of providing professional development opportunities and support you with a CPD programme to equip you for now and your next steps. Our aim is to retain your talent and so we actively encourage and facilitate movement within the Trust. In fact, 67% of our executive team comes from internal promotions and we have enabled a number of staff to follow their passions and embark on a new career within the Trust. From apprenticeships to leadership training, we offer open doors, not glass ceilings.

MEANINGFUL WORK THAT MAKES A REAL CONTRIBUTION

All roles within the Trust contribute towards ensuring our pupils receive the education they deserve so they can achieve their potential. We rely on our teams to take the initiative to make things better, to work smarter, to collaborate within teams and across teams to be the best we can be, so our pupils can be the best they can be. We facilitate collaborative working across schools and multi-disciplinary projects to share best practice and maximise our skills, talent and knowledge sharing.

WELLBEING & SAFEGUARDING

Of course, as an educational organisation, safeguarding is front and centre of what we do. But our care extends to our employees too. We value every member of staff as a person in their own right - everyone needs support in different ways and at different points in their lives. We have invested in wellbeing systems to ensure you get the right support at the right time and whenever you need it.

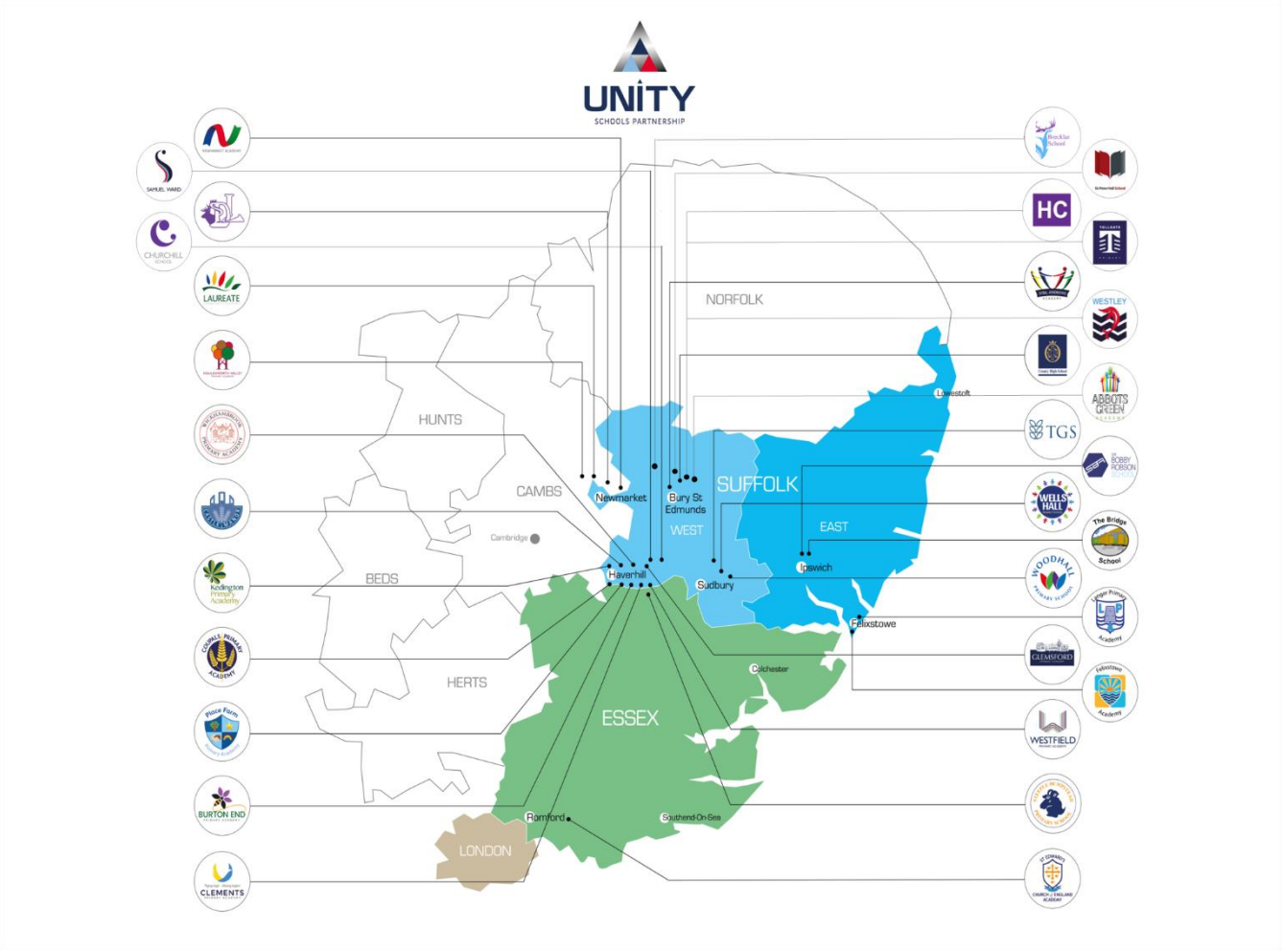
FAIRNESS & FLEXIBILITY MATTERS

We pride ourselves on being fully committed to equality and diversity best practice. We follow Teachers' Pay and Local Government pay scales for fair compensation and transparency. Our benefits package includes final/average salary pensions, wellbeing
service, an employee assistance programme, cycle to work scheme, flu vouchers and EV leasing. In addition, we recognise the need for and benefits of flexible working and hybrid working and are pleased to offer these where appropriate for the job role.

Work with us • Learn with us • Grow with us



Our Schools



UNITY RESEARCH SCHOOL

Drawing on research findings from the Education Endowment Foundation and leading educational thinkers, our work supports schools in bridging the gap between research and practice. We provide evidence-informed CPD, share valuable messages and signpost the 'best bets' of research to promote classroom practice that is rooted in evidence.

Unity Teaching School Hub in Suffolk is the designated Teaching School Hub for 180 schools within Forest Heath, St Edmundsbury, Mid Suffolk and Suffolk Coastal. We're committed to providing all schools in the area with excellence in professional learning from Initial Teacher Training through to Executive Leadership, via the Early Career Framework and the National Professional Qualifications. Unity Teaching School Hub aims to grow and nurture great staff, teachers, and leaders, ensuring every pupil, regardless of their background, experiences a great education.

UNITY TEACHING SCHOOL HUB

Unity Schools Partnership and our schools are committed to the communities in which we serve, for example our trust wide happy sheds initiative provides essential goods and support to families disproportionately affected by the cost-of-living crisis. In addition, our schools work towards a variety of quality marks and net zero environmental initiatives.



Our Curriculum and Pedagogy

We aim for the best practice anywhere in the country led by successful implementation across the trust. Working together, Trust Leadership, Headteachers and the Central Team support each school in the development of their curriculum. We ensure all students, regardless of background, needs and abilities, have access to the same opportunities. Our school improvement team, including our subject advisers, support our schools across phases to drive forward and ensure parity across our academies.

In our secondary schools, at the core of our curriculum is a belief that the English Baccalaureate (English, Maths, Science, History or Geography and a language) provides the best range of experiences for the majority of learners, and that achieving well in these subjects will enable them to access more skilled employment and further education. Therefore, our schools encourage a high level of participation in EBacc subjects, as this ensures that students keep their options open for the next steps of their education and have a solid foundation of academic knowledge for a life-long love of learning. Under the direction of our Secondary Director, our trust subject leaders support core subject to lead on the design of curriculum provision and resources for English, Maths, MFL and Science across Key Stage 3, Key Stage 4, and Key Stage 5. This includes the monitoring, evaluation and review of standards and provision within departments across each of our schools. The subject leaders support schools to improve teaching and learning and the academic success of all pupils, ensuring the highest standards of teaching, learning and achievement for all our students.

In our primary schools, we use the CUSP curriculum developed by our trust primary adviser, Alex Bedford, and Lauren Meadows. Our network of schools support each other through sharing resources and our primary subject advisers and specialists are on hand to provide support and share their expertise. Our curriculum is underpinned by evidence, research, and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson. There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for. Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills, and deepen knowledge and understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon. In 2023-24 our trust wide project &iLearn will introduce iPads for every pupil in years 4-6 to prepare them for an increasingly digital world and provide equitable access to learning in school and out of school. This will integrate with CUSP and facilitate efficient and effective teaching practice so teachers can attend to what matters.

Connected	Cumulative	Coherent
Our work is built around | cognitive load theory | principles of instruction | evidence informed practice	We believe learning isn't an event | It must be knowledge-rich | vocabulary-rich | skilful	Sequence matters | systematically planned | explicit instruction | supports acquisition of curriculum content

CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP



Thank you for a truly inspirational CPD day with thought provoking speakers and takeaways I can use in my work.

JULY 2022 WHOLE TRUST PD DAY FEEDBACK

Staff Benefits and Wellbeing

We want to recruit and retain the very best people in their area of expertise. Everyone who works for the trust contributes towards improving outcomes for children in one way or another. Some have a direct influence and some have an indirect influence, but everyone plays their part.

Our primary focus is the children – smashing through barriers and making remarkable change happen. To make this a reality we have to allow teachers to teach and leaders to lead. Every role within the trust supports them and enables them to concentrate on what matters – high-quality teaching and learning for all our pupils.

With that in mind, retaining quality staff and positively affecting their wellbeing is paramount. We want everyone to feel that they are important and valued in their roles, and that the right people have the right opportunities to progress within the trust. We care deeply about inclusive working practices and diverse teams. If you'd prefer to work part-time or as a job-share, we'll facilitate this wherever we can – whether to help you meet other commitments or to help you strike a great work-life balance. We're keen to ensure we're designing an organisation that works for everyone. We are deeply passionate about equal opportunities and celebrating the diversity of our staff. Our Equality, Diversity and Inclusion Group support a number of activities in schools and across the trust which includes celebrating International Women's Day.

We celebrate professional development and career development. We benefit from a well established Teaching school and access to national experts. We have an active talent management programme to support our staff in their current roles and in their future career within the Trust and beyond. We also offer executive coaching to leaders and executives to assist them with identifying and achieve their professional goals.

The HR department has worked to provide numerous staff benefits, such as Wellbeing Support, Legal Advice Helpline, salary sacrifice electric car schemes, discounted gym membership, Cycle to Work Scheme, 24/7 Help and Advice Line for all family and work aspects. We also offer teacher and local government pension schemes and flexible working.

Work with us. Learn with us. Grow with us.

Staff Benefits and Wellbeing

Staff Wellbeing is prioritised to ensure that all of our colleagues feel valued and supported in the work they do. At Unity Schools Partnership we adhere to the DfE Wellbeing Charter and are pleased to be able to offer a range of employee wellbeing benefits, which include:

- Workload reduction commitment including sharing resources, AI via our MIS, and limited communications outside of normal working hours.
- Two-week autumn half term.
- Staff feel valued and listened to via line management meetings, surveys, professional growth (appraisal) meetings, team meetings and staff forums.
- Discounted gym memberships (dependant on location)
- Lift gym workouts available via LifeWorks, our employee assistance programme
- Access to 'LifeWorks' mental health support
- Face to face wellbeing sessions
- Self-care resource pack
- Annual staff wellbeing survey and wellbeing group

Professional Development

The success of our school is built on the dedication of our staff, and we are passionate about promoting professional development and training and are always looking for innovative ways to provide CPD as well as developmental and leadership opportunities for staff.

At the core of this is an extensive CPD offer which caters for the needs of our staff and students in terms of developing subject knowledge, pedagogy and the wider responsibilities that go with serving our community.

Working closely with the Unity Teaching School Hub, we are able to support career progression through our bespoke middle leaders' programme in addition to being able to offer the full range of NPQs.

Key Elements of our CPD offer:

- Instructional Coaching linked to developing pedagogy
- Members of the National College portal
- Professional courses funded via the apprenticeship levy.
- Internal CPD opportunities throughout the academic year
- Strong links with the Unity Teaching School Hub
- Access to NPQs
- Trust wide professional development and wellbeing day
- Trust wide leadership events
- Our Unity Research School provides evidence informed CPD for our staff and neighbouring schools

Unity Schools Partnership has created a subsidiary trading company Unity Schools Partnership Education (UE). Having a separate legal entity that is free to trade independently with other commercial organisations as well as schools, gives scope and opportunities for greater impact and reach within the wider sphere of education. The ability to generate income from outside normal educational funding streams, allows the Trustees and the Executive team to consider wider opportunities which may have sat beyond the parameters of a multi-academy trust, giving greater scope to invest more into its income generating activities, with the scope to deliver even greater outcomes for children and young people. The values embedded within UE are built upon the foundations of the values within the trust and complement the ethos of "making remarkable change happen." UE has remitted over £0.5m back into Unity Schools Partnership schools through the development of a tutoring brand, the on-going curriculum development work and consultancy.By working with Unity Schools Partnership, you may have the opportunity to work on a commission basis beyond a standard career in education and develop some ideas of your own.



JOB ADVERT- TEACHER OF HUMANITIES

Post: Teacher of Humanities (ECT applications welcomed)

Start date: September 2023

Salary: MPS (includes Outer London Weighting)

Location: Romford, London Borough of Havering

Contract type: Full Time

Contract term: Permanent

Closing Date: Friday 9th June 2023 at 1.00pm

Interviews: Monday 12th June 2023

St Edward's Academy is an established and inspiring school. Our mission: To ensure that every student leaves St Edward's as the best that they can be. Our students will be confident, articulate and culturally aware. We will make sure that we know every child, have the highest expectations of them and are there to support and guide them to success in each sphere of their lives. Our vision is driven by our ethos - that all of our community should live Life in all its fullness. This is our very core, at the centre of all we do. Our mission is achieved through our HOPE values.

Our outstanding Headteacher and leadership team have created a safe and transformative environment for students to learn, develop and thrive. We invite candidates to find out more about the school by visiting our website and joining us for a tour.

The school is a member of the successful Unity Schools Partnership. This post provides a unique opportunity for an outstanding candidate to be part of the successful team at St Edward's Academy.

We seek to appoint an energetic and enthusiastic teacher to join our successful school. We are looking for:

- An inspiring teacher with a passion for teaching Humanities
- A teacher with high expectations for curriculum delivery and teaching and learning
- A teacher who deliver high quality lessons that engage and challenge pupils
- A teacher who is highly motivated

Applicants would need to be able to teach across the Key Stages in Humanities.

We strongly welcome applications from Early Career Teachers.

As part of the Unity Schools Partnership, we offer

- A wide range of CPD opportunities (both in school and beyond)
- Opportunities for career progression (including the opportunity to participate in the Trust's Leadership Development Programme)
- A supportive working environment. We can offer you excellent career development in a supportive environment.

We are situated in Romford within easy travel and road links to both London and Essex.

If you would like an informal discussion about the post, or you would like to visit the school, please contact the Maria Driscoll (Headteachers PA) on info@steds.org.uk. We look forward to receiving your application.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment.

DBS checks required for relevant posts.

Safe Recruitment Policy Statement

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

This document provides a good practice framework to comply with the principles set down in the schools Equal Opportunities Policy. The practices described in this document are designed to ensure a fair and objective process. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post. The Disclosure & Barring Service has published a Code of Practice and accompanying explanatory guide.

This School is committed to ensuring that it meets the requirements of the Disclosure & Barring Service in relation to the processing, handling and security of Disclosure information.

The school will:

1. Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be undertaken:

- receipt of at least two satisfactory references
- verification of the candidate's identity
- a Barred List
- a satisfactory DBS disclosure
- verification of the candidate's medical fitness
- verification of qualifications • verification of professional status
- the production of evidence of the right to work in the UK
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999.)

2. Keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.
3. Ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures.
4. Require staff who are convicted or cautioned for any offence during their employment with the School to notify the School, in writing of the offence and penalty. All processes are in line with the DFE 'Keeping Children Safe' 2016 regulations.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. DBS checks required for relevant posts.

Unity Schools Partnership – welcoming diversity.

JOB DESCRIPTION

ROLE TITLE	Teacher
LOCATION	St Edward's Church of England Academy, Romford
GRADE / SCALE POINT – SALARY	MPS (includes Outer London Weighting)
REPORTING TO	Head of Department / Line Manager

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Unity Schools Partnership Trust) at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Actively supporting and promoting Student voice.

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

General Teaching Responsibilities

1. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;

2. Comply with and uphold the policies of the school;

3. Fully understand and comply with the school's policy on safeguarding. Remain alert to pupils' pastoral needs and provide support, in conjunction with school's SEND department;

4. Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the school's systems; high standards of behaviour should be expected at all times;

5. Work as part of the school's teaching team and actively behave as a team member to support colleagues;

6. Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required;

7. Ensure that the learning spaces provide a welcoming and stimulating environment to pupils and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;

8. Make effective use of PPA time to raise standards;

9. Play an active role in the full life of the school.

Specific Responsibilities

Class / Subject Teacher:

1. Teach the designated class / subject group(s), implementing agreed planning, assessment and target setting; work with others to provide Curriculum Enrichment for students.

2. Plan students' work to provide an inclusive and personalised curriculum which meets the needs of the children, including those with SEND;

3. Carry out regular assessment, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the students; mark students' work regularly in accordance with the school's marking policy;

4. Develop home-school links with parents/carers of students in the class / subject group(s);

5. Complete termly and half-termly assessment records for the class / subject group(s), using the school's systems, including preparation of Student Progress Reports for presentation to the Headteacher, Senior Leadership Team and Governing Body, as appropriate;

6. Complete student reports for presentation to parents / carers and attend parent evenings;

7. Manage and monitor the work of other adults in the classroom (including volunteers);

8. Liaise closely with the SENCo regarding the learning needs of students;

9. Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;

2. Take ownership of individual performance management;

3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.

4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION- SUBJECT TEACHER

CRITERIA	ESSENTIAL	DESIREABLE
	KNOWLEDGE	
Qualifications	• Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL)	
Experience and Knowledge	• A strong practitioner with excellent subject knowledge. High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working.	• Evidence of CPD in the subject area.
Key Skills and Attributes	• Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's secondary schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s).	
Other Qualities	• Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training • Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes	

ST EDWARD'S
CHURCH of ENGLAND
ACADEMY

UNITY
SCHOOLS PARTNERSHIP

How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an tour and informal discussion, please contact Maria Driscoll (Headteachers PA) at info@steds.org.uk or 01708 730462.

In addition, as part of the application process you will need to provide a supporting statement, setting out your vision, relevant experience, skills and competencies for the role.

Please visit unitysp-careers.co.uk to apply

Closing Date: Friday 9th June at 1.00pm
Interview: Week commencing Monday 12th June 2023