

Briefing Pack for Applicants Teacher of KS5 Study Skills & Life Skills



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Teacher of KS5 Study Skills Support Programme and Leader of Life Skills Course

Pay scale: Teacher Pay Range MPR/UPR+ TLR 3b for the first term

Contract: 0.8fte – full time (to suit candidate preference). 3-year fixed term.

Start date: September 2022

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. High Storrs School joined the Trust in March 2018.

High Storrs is a high-performing 11-18 secondary school on the South Western outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint a reflective and committed practitioner to join our highly successful Sixth Form team from September 2022. Applicants should have experience of teaching at KS5. The successful candidate will work with the Director and Deputy Directors of Sixth Form to maximise success for all students. You will deliver aspects of our brand new sixth form support programme that includes elements on study skills, EPQ, academic reading, reading for leisure, super-curricular engagement, mental health, wellbeing and self-care and life skills. You will lead on the 'emotional well-being and life skills' elements of the course. The TLR 3 in the first term is in recognition of the extra work needed at the start to launch the new course. Depending on your specialism, there may be an opportunity to teach another subject as well. **Please make it clear in your application what other subject(s) you can offer.**

Closing Date – Monday 16 May, 12 noon

Interview Date – TBC (before May half term)

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs.sheffield.sch.uk or telephone 01142670000.

The application form and information pack is available on the school website

<https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a**

Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA*

LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED. Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2019, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,



Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In November 2013 the school was graded 'Good' by Ofsted with Outstanding for the Sixth Form and student behaviour. Ofsted Inspectors commented: 'Well done. It has been a joy to be here, teachers are such positive role models'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'five keys to success' and the notion of unlocking the potential in every student and member of staff. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: About the Sixth Form



High Storrs Sixth Form



High Storrs has a thriving, successful Sixth Form. We are very popular and regularly oversubscribed, attracting students from around 28 different schools every year. Currently, we have 483 students in Sixth Form.

We are committed to providing the highest standard of education and a positive and motivating learning environment for all students. We offer a learning environment which is second to none, including modern study spaces, specialist classrooms and state of the art performance spaces.

The Sixth Form has a uniquely supportive ethos. Students are stretched and challenged, but in a positive way, catering for individual needs and abilities. We believe that every student can, and should, achieve success – at every level and ability.

But there is much more to Sixth Form life than academic achievement. Students enjoy all the opportunities of a well-resourced school, with a full package of extra-curricular activities. We also prepare students for higher education, employment or further training, so they can play a full and responsible role in the community.

Our committed and talented staff foster and develop high aspirations, helping nurture our students to achieve their goals. Students benefit from the support of their teachers, form tutor and a well-staffed Sixth Form support team. This includes the Director of Sixth Form, two Heads of Year, two Student Support Assistants and a Sixth Form Administrator. The successful candidate will join this experienced and established team of Sixth Form staff.

To further support students' success at Sixth Form, we are enhancing their curriculum with a new programme of study skills and life skills. This is funded from the government's 16-19 long term education recovery plan, which is initially for a 3-year period. In line with government guidance, we have identified the key needs and barriers for our students at High Storrs; accordingly, this role will support study skills, mental health and wellbeing, super-curricular engagement and life skills.

There is a TLR3 attached to the role for the first term as the candidate will plan, resource and lead the Life Skills strand of the programme.

Section 6: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Teacher of KS5 Study Skills and Life Skills
GRADE/SALARY	Teacher Pay Range MPR/UPR (plus TLR 3 for the first term)
HOURS/WEEKS	0.8fte – full time (to suit candidate's preference)
LOCATION	High Storrs School
RESPONSIBLE TO	Director of Key Stage 5
RESPONSIBLE FOR	Planning and delivering the <i>Developing emotional wellbeing and life skills</i> strand of KS5 enrichment. Supporting, co-planning and delivering some of the <i>Study Skills</i> , <i>EPQ</i> and <i>Reading for Academic Pleasure & Success</i> strands of KS5 enrichment.
PURPOSE OF THE JOB	To deliver the enrichment curriculum at High Storrs School for KS5 students.
RELEVANT QUALIFICATIONS	QTS Relevant degree

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

Staff Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To engage actively in the Performance Management Review process

Teaching & Learning

- The provision of a full enrichment learning experience and support for students.
- To teach groups of students in the school as determined by the curriculum needs of the school.
- To assess work carried out by students and use the information to inform teaching and learning. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To use a variety of delivery methods which will stimulate learning and engagement appropriate to student needs. Planning and preparing activities which deliver appropriate challenge to students.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To report on student progress (attitude to learning) in line with the School Policy by maintaining appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To support the development of cross curricular initiatives with other colleagues and subjects
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
- To communicate effectively with the parents of students as appropriate.
- To support pupils' progress by utilising data contained in the tracking system.
- Participate in meetings within the agreed 1265 time budget at a level commensurate with the post
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- Any other reasonable duties commensurate with the post e.g. Preparing information for Quality Assurance and Inspection

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.



To support the Post holder in the fulfilment of the terms of this job description, High Storrs School undertakes to provide, within the limitations of available resources:

- A full and appropriate induction programme
- Ongoing professional development opportunities, as identified within the context of the improvement plan and the performance management process.
- Personal and professional support as appropriate.

Review

This Job Description will be reviewed on an annual basis as part of the Performance Management cycle. It may also be reviewed outside of this cycle at the request of either post holder or the Head teacher.

Section 7: Person Specification

	<h1>Minerva Learning Trust</h1> <h2>Person Specification</h2>	
Post title: Teacher of KS5 Study Skills and Life Skills		
Minimum Essential Requirements	Method of Assessment	
QUALIFICATIONS AND TRAINING		
Relevant degree	AF	
Qualified Teacher Status	AF	
KNOWLEDGE AND EXPERIENCE		
Excellent subject knowledge and/ or experience	AF/I	
Evidence of teaching KS5 in current school	AF/I	
Experience of teaching study skills and/ or life skills (desirable)	AF/I	
PROFESSIONAL DEVELOPMENT		
Engagement with school's performance management / appraisal system	AF/I	
SKILLS		
Excellent interpersonal skills	AF/I/R	
Excellent communication, planning and organisational skills	AF/I/AA	
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I/AA	
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I/AA	
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I/AA	
QUALITIES AND ATTRIBUTES		
High expectations of self and others	AF/I	
Flexible approach to work	AF/I	
Ability to demonstrate a positive team approach to work	AF/I	
A role model of best practice to young people and the school community.	AF/I	
EQUAL OPPORTUNITIES AND SAFEGUARDING		
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I	
A commitment to safeguarding students.	AF/I	
Suitability to work with children.	AF/I	
A commitment to equal opportunities.	AF/I	
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I	

Key: AA = Assessed activity
 AF = Application form
 I = Interview
 R = Reference

Section 8: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

9. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

10. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs.sheffield.sch.uk by the closing date.