

Candidate Information pack



Post of	Teacher of Music
Terms	1.0 FTE
Pay Scale	M1 – UP3 (including NQTs)
Closing date	9am Friday 18 th June The vacancy may close earlier if sufficient applications are received
Interview date	Week commencing 21st June 2021
Apply via	hr@earls.dudley.sch.uk

Dear applicant

We are looking for positive thinking, professional colleagues to work with us maintaining and developing our values of care, partnership and excellence at The Earls High School.

In common with all schools, the main reason to join our organisation is to make a difference to the lives of young people. Having said that, choosing the right school for the next stage in your career is a critical choice. So why choose The Earls High School?

1. We are fortunate to have fantastic students who are keen to learn and ambitious in their plans for the future. They have great relationships with the staff in school and in January 2020 OFSTED rated behaviour at the school as good.
2. Staff wellbeing is at the forefront of our thinking. We are serious about ensuring that there is a healthy work-life balance for staff. We are on track to achieve The Carnegie Mental Health Award for Schools this year in recognition of our work in this area. Examples of how we support wellbeing are:
 - All teachers have at least one extra bonus non-contact period over and above the prescribed 10% PPA time.
 - Appraisal is rooted in research and development rather than performance targets and graded lessons.
 - Staff are trusted to do their work with autonomy and without intrusive, high stakes Quality Assurance. There is no requirement for staff to submit lesson plans.
 - There are minimal written reports and data capture is limited to three times per year.
 - Marking and feedback policies are developed at a faculty and minimising workload is a critical element of our approach in this area.
 - Directed time is well within the 1265 hours.
 - Flexibility is supported, many staff are part-time at school.
 - We have a generous approach to supporting family life, with requests for leave supported without question.
 - School counsellors and Mental Health First Aiders are available for everyone.
 - Staff are discouraged from sending emails outside of normal working hours.
 - Our administrative support is excellent.
 - There is a comprehensive induction package for new staff joining us.
 - All teaching staff are provided with a laptop.
3. We have a clear vision for learning at the school and have a well-developed training plan so that all teachers are able to research, learn and develop their practice.
4. The school is popular in the local community and is oversubscribed. This, along with effective management of resources, means that the school is very stable financially.
5. We have a friendly, welcoming atmosphere and we are very proud of our school. Our staff turnover is low and we provide many opportunities for progression and career advancement in the school and across our Multi-Academy Trust.

If you share our values and our commitment to developing students who have the skills and attributes to thrive in their next steps, we look forward to your application.

Yours faithfully



Mr Jamie Fox
Headteacher

Application Information

Teacher of Music

Pay Scale M1 – UP3

The Earls High School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service check.

The Governors wish to appoint a well-qualified, innovative Teacher of Music on a fixed term contract to cover maternity leave, from 1st September to 31st December 2021 or until substantive post holder returns.

The Performing Arts team is a highly successful, forward-looking team, committed to excellence and the raising of achievement for all students. The team consists of three musicians, two Drama and two Dance specialists. Together the team deliver our curriculum, extra-curriculum and community activities. All students have timetabled Music, Dance and Drama at KS3 and we run Music, Dance, Drama courses at GCSE.

The Performing Arts have always been a central part of our work as a school and there is a very high level of student and staff involvement. We have a superb performance space that seats 300 and has high quality lighting and sound systems. We also have excellent teaching and performance areas for each aspect of the Performing Arts and this includes a fantastic new Music block.

Music

The Music Department 3 full time staff and has an excellent reputation and particular skills in popular music and the use of ICT in Music. GCSE pass rates are consistently high and the uptake is very healthy with two GCSE music groups in each of Years 10 and 11 and 93% of students achieved Grade 4 or above in 2018 with high levels of value added (ALPS 3). There is an enormous range of extracurricular activities. These include choirs, orchestras, ensembles, and other groups and the innovative Little Big Band (LBB). LBB is a development where Year 7 students are learning, very successfully, to play brass instruments as part of a band. It involves older students as mentors. The department also offers a fantastic range of trips which involve performances in some world class venues such as St Peter's in Rome and St Mark's cathedral in Venice.

Dance

The Dance Department has two full time staff and a very strong reputation in modern and classical dance styles. As well as a large range of extra-curricular clubs and activities the department also runs Dance companies (Momentum and Mini-Momentum). The achievement of students is strong with 79% of students achieving Grade 4 or above in 2018.

Drama

The Drama Department has two part time staff and has improved rapidly over recent years. There are usually two GCSE groups each year and a very wide range of extracurricular activities and high quality performances such as The Visit in 2019. Drama achievement was high in 2019 with 83% of students achieving Grade 4 or above with excellent progress made by the students (ALPS 2).

Letters of application should be no longer than two sides of A4 (12 point), indicative of the skills and personal attributes needed to be successful in this demanding post (please see job description and person specification).

Closing date: 9am Friday 18th June 2021

Interviews: Week commencing 21st June 2021

Please send letter of interest and application forms to: hr@earls.dudley.sch.uk

Job Description

Subject teachers carry out the role in Teaching and Learning which is at the core of the school's purpose. They are therefore in a real and practical sense the most important members of staff. This is a role that all teaching members of staff fulfil.

Subject teachers are responsible to the Headteacher, through the Deputy Headteacher and their Head of Faculty for:

1. All aspects of the teaching of their subject(s) to the classes for which they are timetabled.
2. The maintenance of standards within their classes.
3. The setting and completion of work appropriate to their subjects and classes, including homework. Homework should be set in line with school policy.
4. The regular, prompt marking of students' work in accordance with department and whole school assessment policies.
5. Operating the policies and procedures of the department and the school.
6. Making careful use of resources, equipment and the learning environment and checking the quality and condition of these items.
7. Class management, including the issues of discipline and order within their lessons.
8. The neat, attractive and regular display of students' work in classrooms, subject areas and around the school.
9. The full and effective use of curriculum time. Lessons should neither start late nor finish early.
10. The standards of presentation of students' work.
11. The maintenance of an up-to-date marking record, details of which should be regularly available to the Head of Faculty, is essential as is some format for the recording of lesson plans and activities in accordance with department and school policy.
12. The prompt completion of reports and contributions to students' Records of Achievement.
13. Attendance at parents' evenings as required by the classes taught and in accordance with the Directed Time Budget.
14. Working with the Head of Faculty and Learning Leaders and other staff as necessary to develop appropriate Schemes of Work and relevant teaching materials.
15. Making recommendations to the Head of Faculty and Learning Leaders about development ideas, equipment and resource purchase etc.
16. Teach and plan for PSHE as required.
17. Take responsibility for a Form as required.
18. Various other responsibilities directly connected with classroom teaching as required from time to time by the Headteacher.

As subject teachers we are responsible individually and collectively for all that occurs in the school as well as the whole education of the students. In this sense we are always 'on duty' while we are in school with the students and we should not allow anything to go wrong if it is within our power to correct it, whether it is litter, bullying, misbehaviour or lack of work.

All adults within school are responsible for safeguarding the young people within our care and all concerns have to be passed on to the Designated Safeguarding Lead or the Deputy Safeguarding Leads. All adults must ensure they are working within the Keeping Children Safe in Education guidelines.

Person Specification

- An enthusiasm for education and a commitment to children. (Letter, reference, teaching)
- Good subject knowledge and a growing knowledge of effective subject pedagogy. (Letter, reference, teaching, interview)
- A wide range of interpersonal skills. (Interview, reference)
- Good communication skills. (Letter, reference, teaching, interview)
- Team working skills. (Letter, reference, interview)
- A proactive and forward-looking personality. (Letter, reference, teaching)
- Flexibility. (Reference, interview)
- Potential for further development. (Reference, interview)
- A secure understanding of how to work safely with young people. (Letter, reference, interview)

Preferred Background

- Well qualified with up-to-date training. (Letter, reference)
- A successful record of classroom teaching (in service or training). (Letter, reference)

The Earls is a 'good' school that sets high and demanding standards in all that it does. It is an exciting and rewarding school to work in and the calibre of staff is very high. We put a great deal of time and resources into staff development believing that the quality of our staff drives the quality of our learning provision. We have a comprehensive induction programme for new staff. This post is, therefore, suitable for newly qualified teachers, as well as for more established colleagues and will be excellent preparation for further career development.

About the School

As a school we are extremely proud of our badge, you will see it everywhere around the school. We are proud because it sums everything that we believe in. The motto on the badge says 'Ut Fili Lucis Fiatis' and it means 'to become children of the light', and that is the reason we exist as a school. We believe that every young person who walks through our doors has enormous potential. Our staff work hard to help students to reach their best and become enlightened, or as our motto says, become children of the light.

Everyone at The Earls High School supports students to make as much academic progress as possible so that they are equipped for the next stage of their education or career. We believe that it is our duty to help them develop character too, so that they can communicate effectively, have the resilience to carry on when things get difficult, work effectively as member of a team and develop their leadership skills. We want students who leave us to be kind, compassionate and caring individuals; people who will support and help their neighbours and make a significant positive contribution to Halesowen or whatever community they choose to live in.

If we develop these three qualities in the young people who choose to come to our school, we can feel content that we have done our job well.

How do we achieve this at The Earls High School?

In everything we do we are guided by our core values of Excellence, Care and Partnership. This can be seen in:

- **Great teaching.** We have a stable, dedicated and experienced group of excellent teachers who work hard to improve the learning of the students. We have a clear understanding of how children acquire knowledge and skills and the professional development of our staff is a crucial part of our success.
- **A rich and diverse curriculum.** We teach a full range of subjects from Year 7 to 9 and students then choose the subjects that they will specialise during Year 10 and 11. We give student the widest range of choices so that they can focus their learning on subjects that they enjoy and are good at.
- We have **high expectations** of our students. We will give lots of support, but we expect the students to make good decisions and to work to the best of their ability in every aspect of their learning. Even if dance or science or geography is not their favourite subject – we still expect students to try their hardest.
- **Extra-curricular** activities are an important part of life at our school. Every September we hold our Freshers' Fair for the new Year 7 students where they can sign up for orchestra, choirs, samba band, sports teams, dance companies, drama club, science club, history and chess club to name but a few. There is also a myriad of leadership opportunities: The Duke of Edinburgh Award, joining our Junior Leadership Team, becoming Head Boy or Girl, the Bushcraft experience, not to mention the opportunities they have to represent their house.
- **The Earls Gold Award** is our way of developing students as confident, accomplished individuals. It gives them a framework to demonstrate that they have a positive attitude to their learning but also recognises their contribution to their community, their commitment to developing their own health and well-being and their engagement in cultural activities. You see students wearing their 'Gold' flashes with pride; it shows us that they are students who are becoming well-rounded individuals.

- We put a huge emphasis on the **care** of our students to ensure that they are safe and happy at school. We have a large pastoral team and great form tutors who will support students so that they can learn effectively at school. Like any school, there are rare incidents of bullying, but we deal with these quickly and effectively.
- **Partnership** is also vital in so many ways, especially the partnership between the school and parents. Research has shown that a parent's efforts towards their child's educational achievement are crucial – often playing a more significant role than that of school or the child. When we have high quality staff at school, supportive parents and motivated students the results can be absolutely stunning.

Does our approach work?

Our exam results suggest that it does. The attainment of our students is well above average and we are proud that when students attend The Earls High School, they make significantly more progress if they were to attend an average school in England, no matter what their starting point is.

But more than this, if you spend time in school you will see happy, safe, confident students who attend well. We know that our students will thrive when they leave us because they are so well prepared for their next steps. We also know that students make friendships and build relationships here that will last a lifetime.

Please don't take my word for it though, as a prospective member of staff, you are warmly invited to visit The Earls High School to see for yourself. We look forward to meeting you.

Message from the CEO, Stour Value Academy Trust

I would like to thank you for your interest in applying for a post at The Earls High School in the Stour Vale Academy Trust.

The Earls High School was one of the three founding schools of the Trust in 2017. Unlike many MATs, where there was a lead school, our Trust began as a truly collaborative partnership between two secondary schools and a primary school. The principles that every member school of the Stour Vale Trust is an equal partner is central to our understanding of how we work.

This is an exciting time for our Trust as we move into a new phase of growth. In 2018 Ridgewood High School joined the Trust and this year two primary schools, including one from Sandwell, will be coming into the Trust. We set out to be a truly cross-phase MAT providing education for children from when they first come to school at nursery through to secondary age. Our Trust also has close links with both King Edward's VI College in Stourbridge and Halesowen College. Our aim is to achieve excellence in teaching and learning so that all our learners flourish.

It is equally an exciting time for The Earls High School, which enjoys an unparalleled reputation in the community built up over a long period of time. The successful candidate will work as part of the newly formed leadership team in ensuring that The Earls High School continues to retain the trust of the local community.

All we do in our schools reflects the Trust vision and values and is well summarised by The Earls High School motto of 'Care, Partnership, Excellence'. Everyone who visits The Earls will recognise that our expectations for pupils and staff are exceptionally high. These high expectations are fully matched by the level of support and encouragement that we provide one another. Nothing makes us happier than seeing all members of our school community succeed and flourish.

All staff in our Trust are part of the collaborative partnership that exists in and between our schools. There are a number of established formal network groups for both teaching and support staff which are being added to, but there are also many informal support connections which spring up to allow staff to share ideas and professional knowledge. All applicants for posts need to demonstrate that they share our values, are highly motivated to work with our stakeholders and colleagues, and continually develop their skills, in pursuit of personal and professional excellence.

If you are someone who enjoys challenge and, as part of a successful and dynamic Trust, is ready to join the leadership team and contribute to the exciting future for The Earls High School, we would welcome your application for the post.

Rachel Salter
Chief Executive Officer, Stour Vale Academy Trust

About the Stour Vale Academy Trust

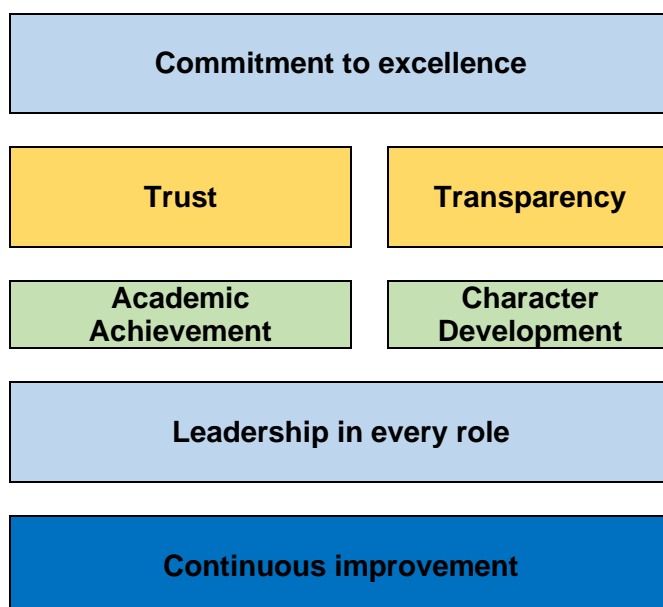
The Stour Vale Academy Trust is a growing trust, which has since its inception been committed to developing a truly cross-phase approach to support teaching and learning. Each individual school is empowered to continuously improve and provide high quality education to all pupils. Founded on existing successful partnership work in February 2017, Stour Vale Academy Trust is currently made up of three secondary schools and one primary school in Halesowen and Stourbridge.

An essential principle for Stour Vale is that each school will maintain its own distinctive identity, whilst ensuring that all of the pupils and staff fully benefit from the many advantages of being part of a collaborative, supportive and successful multi-academy trust. Our members and directors bring a wealth of experience from all phases of education as well as from academia, public service and business. They share a strong commitment to upholding the Trust's values and to ensuring that our constant priority is to provide the very best for all our pupils.

Headteachers of Stour Vale schools, supported by local governing bodies, are accountable for outcomes in their own schools and have a high level of autonomy. Stour Vale, through the member schools, the central team, the teaching school and growing links with other successful trusts and maintained schools, is able to provide extensive school improvement expertise to each headteacher.

Stour Vale Academy Trust Vision and Values Our vision is to establish the Stour Vale Academy Trust as a centre for excellence in teaching where all learners flourish. The Framework for Excellence is a way of expressing our vision and values and helping us to put these into practice in our schools.

The Stour Vale Framework for Excellence



Excellence

We seek to achieve excellence in every area of school life. Every member of our school communities can contribute to the achievement of excellence. Underpinning this is the understanding that everyone matters and everything we do matters.

Trust and Transparency

We recognise the importance of values driving our mission. We have prioritised two moral qualities that we believe are required if we are to succeed: trust and transparency.

Trust is both an emotional and logical act. Emotionally, it is where we expose our vulnerabilities to others and believe they will not take advantage of us. Logically, it is where we have used our experience and knowledge to gain confidence in the ability of others to effect a positive change.

Transparency is working in a way that makes it easy for others to see what we are doing and why. It has been defined simply as 'the quality of intentionally sharing information'.

Transparency and trust are complimentary values which support the work of school improvement in our school.

Academic Achievement and Character Development

Academic achievement is wider than the achievement defined by examination certificates; it includes skills associated with both literacy and numeracy and the ability to acquire and use knowledge. Alongside academic achievement we equally value the development of character. This is described using both the traits of character and the virtues that allow our pupils to flourish, including courage, honesty and resilience. We have adopted the Character Education Framework developed by the Jubilee Centre at the University of Birmingham.

We want young people to look back on a happy time at school which has inspired and challenged them, given them great opportunities and prepared them for the ups and downs of life.

Leadership in every role

Our pupils are the leaders of the future and we encourage them to exercise their leadership qualities whilst in school. Good leaders listen, develop relationships, act with integrity and care, and expect the best from themselves and others in building a happy, confident school.

Continuous improvement

We constantly look for improvements and implement them with pace. We look for Ideas for improvement inside the organisation and out; we observe one another and are prepared to share best practice at every opportunity. School improvement is not about arriving at the destination; it is about achieving real goals and enjoying the adventure of learning together.

Our approach to teaching and learning

All students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential.

We aim, through successful teaching and learning, to develop the whole child and to enable our students to make excellent progress and become lifelong learners.

How we maximise the impact of working together in our Trust

- Use the single identity of the Stour Vale Academy Trust to create a common purpose with accountability to the Board
- Ensure a consistent strategic approach is taken to the school improvement activities and aims
- Use the increased flexibility of staffing and other resources to break down the barriers to success in the sponsored school
- Develop the leadership capacity and experience in the sponsored school with enhanced experience and learning opportunities
- Access support from a wider range of providers on a best-value basis
- Drive forward economic efficiencies based on economies of scale and best-value analysis