

ERNULF ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Teacher of Religious Education – Full time

MPS/UPS Teacher (£28,283 - £44,556 pro rata)

Contract Type: Permanent (52 weeks)

CANDIDATE PACK

SCHOLARSHIP

CURIOSITY

TENACITY

RESPONSIBILITY

RESPECT

Open Letter from our Director of Secondary Education

Dear Candidate,

Thank you very much for your interest in becoming a teacher of Religious Education at Ernulf Academy. Ernulf Academy is brimming with potential. The position provides a genuinely exciting opportunity to be part of a team driving the next phase of school improvement, as the academy moves towards excellence.

The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett. We believe that schools must teach powerful knowledge, *'the best that has been thought and said'* and an *'entitlement curriculum'* for all, with an underpinning philosophy that *'education for all should confer the benefits associated with education for the rich'* (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly.

We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a very carefully sequenced curriculum, with a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We have also embarked on a process of codifying what works across our secondary academies, through publication of a series of frameworks, which inform academy policies. Sir David Carter states *'Without some degree of standardisation, the turnaround process will be lengthier and more chaotic than is necessary and the casualties are not the adults, but the children who only have 2280 days of schooling between reception and the end of Year 11.'*

The position is a great match for someone who shares the Trust's vision for educational excellence and has the focus to drive improvement at a pace, building on the school's strong academic foundations. You will be a team builder, able to motivate staff and pupils. You will expect a lot from people and provide strong support to them.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We fully recommend that you take the opportunity to make an informal visit prior to making your application to see the school for yourself.

Richard Tutt
Director for Secondary Education

SCHOLARSHIP

CURIOSITY

TENACITY

RESPONSIBILITY

RESPECT

Open Letter from our Principal

Dear Candidate,

Thank you for your interest in Ernulf Academy. The core purpose of the Academy is to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. Ernulf Academy is an 11-16 Secondary School based in St. Neots located in North Cambridgeshire.

Ernulf Academy is a school fully committed to an inclusive, comprehensive curriculum for all, which is underpinned by our five core values: Scholarship, Curiosity, Tenacity, Responsibility and Respect. These values are at the heart of our vision for the school and the important qualities and characteristics we want all our pupils to develop. Our pupils are encouraged to develop confidence, independence and resilience.

We strive for them to be ambitious and 'be the best they can be' whilst being considerate, tolerant and willing to contribute positively to the wider community.

We have high aspirations for all of our young people. Our ethos is based on the celebration of success and the determination to secure further improvement. Visitors to the Academy comment on the purposefulness of lessons and the calm, friendly conduct of students.

Ernulf Academy is a friendly and supportive school which prides itself on treating everyone as an individual and have a family atmosphere.

A scholarly approach is at our core but enabling our pupils to have a holistic education, preparing them for life in the 21st Century and becoming global citizens is just as important.

Mark Neesam

Interim Principal

Ernulf Academy

Please visit our website for further details on our friendly and supportive [school](#)

SCHOLARSHIP

CURIOSITY

TENACITY

RESPONSIBILITY

RESPECT

Role Description

Reporting to: Head of Humanities

Purpose

- The fundamental duty of the post holder is to teach Religious Education across Key Stages 3 and 4. The post holder will be responsible for delivering core Religious Education together with GCSE Religious Education, developing students' knowledge over the 5-year curriculum. The post holder will be accountable for student progress at Key Stage 4 ensuring all students, regardless of their starting points, make expected progress.
- Religious Education sits as a core subject in the curriculum and all pupils study Religious Education as a stand alone subject. In Key Stage 3, pupils have two hours per fortnight and at Key Stage 4, pupils have 3 hours per fortnight. Pupils also have the option to study the full course GCSE in Key Stage 4.
- The post holder is to make a special contribution to sustaining Ernulf Academy as a safe and supportive environment founded on high expectations, mutual respect and enjoyment of learning.
- Teachers promote the intellectual, social, moral, spiritual, cultural and, as appropriate, physical development of the students. They seek to focus all students on learning and provide support to their classes and form groups.
- S/he also represents the ethos, values and approach of the Academy to pupils, parents and staff.
- If you are the type of person who fits with our culture and is aligned to our values and mission, you will love working at Ernulf Academy.

Main Duties and Responsibilities

- Teach a planned timetable of up to 45 periods per two-week timetable including supporting the delivery of the Personal Development and PSHE curriculum (*ECT additional PPA time would be factored in to a timetable should the successful applicant be in ECT year 1 or year 2*)
- Plan and teach engaging and challenging lessons that pave the way for success in school and in life together with setting and marking appropriate homework
- Meet the needs of all learners by consistently planning and teaching differentiated lessons.
- Use regular, measurable and significant assessments of teaching
- Closely monitor progress and attainment of all pupils in your year group and use it to inform teachers
- Provide content to deliver high quality pupil SENDCO interventions
- Maintain regular and productive communication with parents about their child's progress, behaviour and development
- Organise and participate in exciting and motivating trips and events
- Provide feedback to faculty colleagues that is supportive and that leads to sustained development
- Lead and manage a quality assurance process for faculty colleagues and model best practice across all year groups
- Act as a role model in terms of professionalism and positivity in the staff body
- Contribute to the overall academy wide leadership through specific leadership duties as directed by the Principal.

SCHOLARSHIP

CURIOSITY

TENACITY

RESPONSIBILITY

RESPECT

Person Specification

Experience

- Experience of teaching GCSE Religious Education (either short course or full course)
- Experience of working in more than one school/Academy
- Experience of monitoring and tracking pupil progress over time
- Evidence of a commitment to self-improvement as a professional
- Experience of working in a multicultural, diverse school
- Experience of supporting vulnerable young people using a multi-agency approach
- Experience of taking part in extra-curricular activities

Education and Qualification

- Qualified Teacher Status
- Good Honours Degree
- Further academic qualifications or training for example National College
- Evidence of outstanding teaching
- Personal success in delivering strong academic outcomes across Key Stages 3 and 4.

Skills and Knowledge

- Knowledge and understanding of what constitutes high quality educational provision, the characteristics of an effective Academy and strategies for raising scholars' achievement
- An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions
- The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome
- A thorough understanding of current educational issues
- The ability to manage change effectively
- High level personal IT skills and the ability to use these effectively in a range of situations
- Ability to work under pressure and to deadlines
- High expectation of self and others
- Excellent punctuality
- An understanding and commitment to the protection and safeguarding of children and young people
- Excellent organisational skills – especially when logistically planning multiple events involving other institutions
- Ability to establish and maintain good relationships with others
- Energy, imagination, loyalty and personal commitment
- Ability to inspire the trust, confidence and respect of pupils, staff and the community

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy.

SCHOLARSHIP

CURIOSITY

TENACITY

RESPONSIBILITY

RESPECT

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

SCHOLARSHIP

CURIOSITY

TENACITY

RESPONSIBILITY

RESPECT

What we offer

- A knowledge rich curriculum, built on 'powerful knowledge' and a traditional T&L approach built around Rosenshine and TLAC
- Collaborative planning with centralised, shared units of work and resources
- Excellent support from the Astrea Trust Central team
- A feedback policy focused on whole class feedback – no onerous marking policies
- Disruption-free learning and a 'warm/strict' behaviour system
- Highly visible/supportive senior leaders who have your back
- Centralised detentions, including homework detentions (you do not need to organise/run/chase them at all)
- No formal graded lesson observations – just ongoing 'no-stakes' instructional coaching, helping you to continuously develop
- Excellent ongoing CPD, career development and promotion opportunities across the Astrea Cambridgeshire region
- Opportunity to complete NPQs
- An unrivalled professional progression model
- A very pleasant location in beautiful Cambridgeshire

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



SCHOLARSHIP

CURIOSITY

TENACITY

RESPONSIBILITY

RESPECT