



# Application Pack

Teacher – Reading and communication

Required for 1<sup>st</sup> January 2022





**October 2021**

Dear Applicant

Thank you for your interest in the **Teacher – Reading and Communication** position at Harper Green High School.

Harper Green is a vibrant secondary school situated in the South of Bolton and serves a wide ranging community, and is a part of Leverhulme Academy Trust.

At Harper Green School we ensure that all students achieve the highest possible standards in all they do. We promote independence, together with a sense of community and individual responsibility whilst striving for academic excellence. We encourage and motivate our students to achieve their full potential within a calm and purposeful environment based on mutual respect. We are a community which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for our students, so that they can improve their future life chances. We have a body of committed staff who challenge and stretch our students to be the best they can be through high quality teaching and learning, a well sequenced curriculum and enrichment opportunities.

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive and proactive pastoral support and guidance.

If you are excited by what you read and share our passion, determination and values, I would welcome your application and I look forward to meeting you.

Yours faithfully

Sally Heppenstall  
Head of School



# Welcome to Harper Green High School

Part of Leverhulme Academy Trust

As a school, we are proud of the achievements and successes of our students. It is through the dedication of our highly professional and motivated staff that ensures each child flourishes in a safe and happy environment.

As a school, our beliefs are simple: each individual leaves Harper Green with the qualifications and skills needed to achieve their ambitions. We challenge students to explore the furthest reaches of their intellectual, physical and emotional capabilities so that they realise their own infinite potential.

All our staff share a relentless commitment to ensuring that every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned by a strong pastoral team that creates an inclusive environment where every child feels safe, happy and valued.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. The learning, social and cultural experiences our young students have at Harper Green are pivotal in shaping the people they become and provides them with the aptitude, achievements and opportunities to access life beyond school.

As a school we are committed to ensuring our students have the appropriate reading and communication skills to enable our students to access the curriculum and thrive to improve their GCSE grades, and hence future life chances.

## Our Ethos and Values

At Harper Green, we recognise that all students are unique with individual talents and needs. As a community, we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens.

As a school, we challenge students to explore the furthest reaches of their intellectual, creative, physical, and emotional capabilities to realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment that fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements, and opportunities to access life beyond school.

**"I've grown by working with excellent practitioners."**

**Outgoing Head of Department**

***“Discovering dreams, achieving ambitions, and transforming lives.”***

Harper Green High School is part of Leverhulme Academy Trust with Rivington and Blackrod High School and Sixth Form. As a Trust, we work together to ensure that all students receive an excellent education irrespective of their starting point. We relish the opportunity to be a part of the much-needed regeneration of areas we work in and wish to play a full role in the wider community.

**Vision**

The vision of Leverhulme Academy Trust is to provide the highest quality of education that creates a community of happy, successful and well-rounded individuals who can flourish and make a difference in our world.

**Mission**

Discovering dreams, achieving ambitions, and transforming lives.

**Staff Values**

Our values underpin our mission and provide the basis on which we will achieve our vision.

- **Students First:** We put our students at the heart of all our decisions
- **High Expectations:** We have high expectations of both ourselves and others
- **Integrity:** We do the right thing

**Student Values**

- **Take part**
- **Work hard**
- **Do the right thing**

**Mr Paul Roach**

CEO

Leverhulme Academy Trust

**“An outstanding community school which has massively positive impact on the local community.”**

Outgoing Assistant Headteacher



## Our staff benefits

Working for Leverhulme Academy Trust is rewarding in lots of ways. In addition to a competitive salary, we offer a wide range of benefits to support your career development, health and wellbeing, finances and family.

### Pension

We offer an excellent pension scheme with the Local Government Pension Scheme and Teachers Pension Scheme.

### Continuous Service

Continuous service will be honoured for candidates moving from local authorities.

### Enhanced Family Leave

We offer an enhanced family leave scheme to support our employees.

### Enhanced Contractual Sick Pay

We offer enhanced contractual sick pay in line with the Burgundy Book and Green Book.

### Salary Sacrifice Scheme

Employees can benefit from salary sacrifice schemes, including Cycle to Work scheme and a healthcare cash plan.

### Support Services

We provide access to an occupational health provider for advice and support.

### Excellent Career Development

We are committed to providing excellent CPD with access to further training and the opportunity to stretch your abilities and advance your career.

### Free Parking on Site

Employees can enjoy the benefits of free car parking across our sites.

### Free Access to Office 365

We have a dedicated IT Support Team to assist with any IT related queries.

### Free Flu Vaccinations

We offer free flu vaccinations on an annual basis to all staff.

### Trade Unions and Professional Associations

We recognise all of the leading trade unions and professional associations in the education sector and share the common objective of maintaining good employee relations.

**“The support staff give to students is incredible.”**

**Outgoing Head of Department**



## Job Description

**Job title:** Teacher – Reading and Communication

**Grade:** Mainscale T1 – T9

**Reports to:** Assistant Headteacher / Head of Intervention

**Principal Responsibilities:**

- To deliver reading intervention
- To ensure students have age expected reading ages
- To plan and deliver targeted intervention for cohorts of students where they are struggling with wider communication skills (oracy, literacy, writing)

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**Key duties and responsibilities**

- To uphold and actively promote the schools vision and values and develop a positive ethos and culture so that all students can achieve and be successful.
- To deliver appropriate phonics intervention
- To ensure appropriate intervention is happening across both key stages for students who have below expected reading ages
- To plan and deliver appropriate interventions for students below age related outcomes.
- To plan lessons and sequences of lessons showing how this will assess students' learning.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To support the wider school staff with strategies to support students at the early stages of phonics and reading development
- To support the school's extra curricula provision for all students.

**Monitoring and Assessment**

- To ensure appropriate monitoring and tracking of students reading ages to ensure the appropriate students are intervened with.
- To use the outcomes from assessments to ensure the appropriate students are intervened with for reading and communication
- To assess students' reading and oracy progress accurately against starting points.
- To record students' progress and achievements systematically

**Teaching and Class Management**

- To ensure the Trust routines and policies are followed and high standards are maintained.
- To have high expectations of students and build successful relationships based on mutual respect.
- To ensure all students know the importance of good oracy, literacy and reading skills
- To establish a purposeful learning environment where diversity is valued and where students feel safe, secure and confident.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.

- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

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 Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.



## Person Specification

**Job title:** Classroom Teacher

Qualifications / Experience	Essential	Desirable
Qualified Teacher Status	✓	
Key stage 2 teaching experience	✓	
Experience of delivering reading intervention	✓	
Experience of delivering phonics	✓	
Commitment to continuing professional development activities		✓

Professional Attributes	Essential	Desirable
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	✓	
Hold positive values and attitudes and adopt high standards of behaviour in their professional role.	✓	
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.	✓	
Communicate effectively with young people and colleagues.	✓	
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, progress and well-being.	✓	
Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.	✓	
Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment	✓	
Have a commitment to collaboration and co-operative working where appropriate.	✓	
Evaluate their performance and be committed to improving their practice through appropriate professional development.	✓	
Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.	✓	
Act upon advice and feedback and be open to coaching and mentoring.	✓	
Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		✓

Professional Knowledge and Understanding	Essential	Desirable
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and	✓	



know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.		
Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for KS2.	✓	
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	✓	
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	✓	
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.	✓	
Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.	✓	
Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.	✓	
Know the local arrangements concerning the safeguarding of children and young people	✓	
Know how to identify potential child abuse or neglect and follow safeguarding procedures	✓	
Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.		✓
Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.		✓
Knowledge of the Key Stage 2 curriculum		✓

Professional Skills	Essential	Desirable
Design opportunities for learners to develop their oracy, literacy, numeracy, ICT and thinking and learning skills appropriate within the our context	✓	
Use an appropriate range of teaching strategies and intervention approaches which meet learners' needs and take practical account of diversity and promote equality and inclusion.	✓	
Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions and discussions effectively.	✓	

Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.	✓	
Use assessment as part of the teaching / intervention to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching	✓	
Review the effectiveness of their teaching / intervention and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.	✓	
Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.	✓	
Make use of the local arrangements concerning the safeguarding of children and young people.	✓	
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy	✓	
Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.	✓	
Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.	✓	
Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.	✓	
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	✓	
Promote collaboration and work effectively as a team member.		✓
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.		✓

Personal attributes	Essential	Desirable
Responsibility for own professional development and be willing to partake in further development.	✓	
A team player with energy, commitment, enthusiasm and resilience.	✓	
A commitment to equality and diversity policies.	✓	
A commitment to Health and Safety.	✓	
A commitment to child protection and safeguarding.	✓	
An understanding of child protection and safeguarding.	✓	

Special requirements	Essential	Desirable
Satisfactory enhanced DBS certificate.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	

Full UK driving license and access to a car during working hours.		✓
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The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.