

ERNULF ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Teaching Fellow – Full time

Unqualified Teacher scale (£19,340 - £30,172)

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 Teaching Fellow 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

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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

Head of School at Ernulf Academy

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

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Role Description

Reporting to: Assistant Principal Teaching and Learning

Purpose

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To support the work of classroom teachers and the students under their supervision
- 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.
- Practitioners 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

- Provide in-class support for teaching and learning
- Planning and preparing lessons and courses for individuals/groups or whole classes;
- Delivering lessons to individuals/groups or whole classes;
- Assessing the development, progress and attainment of pupils;
- Reporting on the development, progress and attainment of pupils;
- Attend CPD in order to further advance professional development;
- Provide a safe, thriving, and respectful environment for all students in the classroom;
- Contribute to reports on student progress;
- Contribute to behaviour management within the Academy, in accordance with Academy policies;
- Provide feedback on learning activities and contribute to Academy review and development planning;
- During unallocated periods, observe teachers, support colleagues or undertake other work with individuals or groups of students as allocated by the line manager, SLT or Principal;
- Contribute to, as appropriate, reports on students' behaviour management;
- Feedback on departmental practices;
- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers;
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.

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Person Specification

Experience

- Experience of working with young people in a busy environment
- Experience of working in a primary or secondary school
- Experience of voluntary work with young people
- Experience of working in a multicultural, diverse school
- Experience of supporting vulnerable young people

Education and Qualifications

- Strong GCSE outcomes including grade 5 or above in Mathematics and English
- Strong post-16 qualifications, which have led to further study at university
- Good Honours Degree 2:2 or better
- A willingness to apply for the Teach First Training Programme for the 2023-2024 academic year



Skills and Knowledge

- 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
- An understanding of current educational issues
- The ability to manage change effectively
- High level personal IT skills including Microsoft Office 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
- 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.

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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](#)

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