



## **Year Leader The Cheadle Academy**

## **RECRUITMENT PACK**

The Cheadle Academy  
Station Road  
Cheadle  
Staffs  
ST10 1LH  
01538 493900

[office@theheadleacademy.co.uk](mailto:office@theheadleacademy.co.uk)  
[www.theheadleacademy.co.uk](http://www.theheadleacademy.co.uk)



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**Year Leader**

**Salary: MPS-UPS (£25,714 - £41,604)**

**TLR 2.5 (£4486)**

**Start date: September 2022**

The Cheadle Academy is seeking to appoint an enthusiastic and inspirational Year Leader with the ability to teach across Key Stage 3 and 4. A range of specialisms will be considered including MFL and for suitable applicants there may be an opportunity to teach Key Stage 5. The Governors are looking for an individual who is an outstanding practitioner and who will contribute positively to the wider school community of this inclusive school.

We are seeking a Year Leader who is self-motivated and ambitious, who will drive the vision of the academy and offer leadership that demonstrates exceptional inter-personal skills, the ability to inspire others and demonstrate a commitment to every student achieving their potential.

The Cheadle Academy is an equal opportunities employer committed to safeguarding and promoting the welfare of children and this position is subject to an Enhanced Disclosure check.

**For further details and an application pack please visit the school website.**

Visits to the school are welcome and can be arranged by contacting Mrs T Alkins (Admin Officer) at [recruitment@theheadleacademy.co.uk](mailto:recruitment@theheadleacademy.co.uk) or on 01538 493900

**Closing date for applications: Monday 16<sup>th</sup> May 2022 at 9.00am**

**Interview Date: Thursday 19<sup>th</sup> May 2022**

**PRINCIPAL**  
**Mr N Jamieson**  
**BA Hons, PGCE, NPQH**



**STATION ROAD**  
**CHEADLE**  
**STOKE-ON-TRENT**  
**ST10 1LH**  
**TEL: 01538 493900**  
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[office@theheadleacademy.co.uk](mailto:office@theheadleacademy.co.uk)

Dear Applicant,

Thank you for taking the time to consider applying for the post of Year Leader at The Cheadle Academy. As its Principal, I would like to share with you some of the factors that attracted me to work here. The Cheadle Academy is a popular 11-18 inclusive comprehensive school serving the close knit community of Cheadle and the surrounding villages.

The whole community takes a keen interest and pride in the achievements of its students. Our staffing compliment is 28 teachers and 37 support staff. We have 470 students on role and our own Cheadle Sixth Form College, offering a wide range of A Levels and some vocational courses to support the students of Cheadle and the surrounding area.

There is an emphasis on a caring, inclusive academy in which all staff take responsibility for the protection and safety of our students. We are an equal opportunities employer and aim to provide equality of opportunity and access to all. The Cheadle Academy has a strong track record of collaborative work with our primary feeder schools, other institutions and groups of school, which will continue to develop in the future.

Our recent Ofsted inspection in May 2019, has rated the academy as Good in every aspect of its work.

- “The headteacher and senior staff are relentless in their determination to make this school a **beacon of excellence** in the local community and provide the very best education for its pupils.”
- “**Pupils are proud of their school** and are courteous and show respect for each other and for visitors”
- “The school is **extremely pupil-centred**. Pupils lie at the heart of everything and they are extremely well cared for and supported.”
- “There is an **exceptional culture of safeguarding** in the school”
- “Leaders have created a **fully inclusive school**, where pupils feel valued, supported and nurtured”
- “The **behaviour of pupils is good**”
- “**Pupils are proud of their school** and speak highly of it, wearing their uniform with pride”.
- “The **school is a calm**, orderly environment. Pupils are polite and courteous.”

- **“Teaching is good”**
- **“Students’ outcomes are good”**

Are you a dynamic and inspirational person? Are you ready to support our growing Pastoral team to ensure pupils reach their full potential? We are looking for a Year Leader with the drive and ability to support innovation and progress, who puts the best interests of students at the forefront of their work in the support a Year Group within the academy.

The ideal candidate for this position will be self-motivated and ambitious, whilst remaining committed to working collaboratively with colleagues at all levels across the organisation. You will have experience of raising standards, supporting student progress and through your teaching and the vision to inspire others to do the same. We welcome applicants from a the range of different disciplines with the opportunity to teach across all Key Stages.

Every child’s journey through our Academy is important to us. We intend to ensure that every child receives nothing but the highest levels of academic and pastoral support, as we build a school dedicated to achieving my underlying philosophy of promoting success through partnership and challenge. Please review the recruitment pack before completing your application form. Please do not send a CV with your application form.

I would to thank you for your interest in this post, and our Academy, and wish you every success with your application.

Yours sincerely,



Mr Neil Jamieson  
Principal

## SAFEGUARDING

The Cheadle Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school follows safer recruitment practices and the successful applicant will be required to apply for an enhanced Disclosure and Barring Service check.

We are passionate about promoting British values, which is evident through our curriculum and the routines of our daily school life.

## VISION AND VALUES

*“Leaders are committed to making this school **a beacon of excellence and all share in this vision**. They have the drive, determination and capacity to improve the school further.”*  
(Ofsted 2019)

The Cheadle Academy is a school which puts the child at the heart of everything we do. We are a fully inclusive school who through partnership with our teachers, pupils and parents ensure that every child becomes the best they can be. We aim to be an outstanding community based school that nurtures motivated and curious children, promoting success that inspires and empowers a generation of lifelong learners.

## **APPLICATION PROCESS**

**Year Leader**

### **Key Dates:**

School tours available on request, please telephone Mrs T Alkins on 01538 493900 to arrange.

Closing date: Monday 16<sup>th</sup> May 2022 at 9.00am

Interview Date: Thursday 19<sup>th</sup> May 2022

Start date: September 2022 or earlier

We do hope that you apply and, if you do, you need to submit a fully completed application form by the closing date above. Please note that we do not accept CVs and no applications will be accepted after the closing date. Shortlisting will be based on the information contained within your application form only.

**Your application should be emailed for the attention of Mrs T Alkins to:**  
[recruitment@theheadleacademy.co.uk](mailto:recruitment@theheadleacademy.co.uk)

**or post it to:**

**Mrs T Alkins  
Admin Officer  
The Cheadle Academy  
Station Road  
Cheadle  
Stoke-on-Trent  
Staffordshire  
ST10 1LH**

**For further enquiries, please contact the school on 01538 493900**

**We look forward to receiving your application.**

## **Job Description**

**JOB TITLE:** Year Leader / Classroom Teacher

**JOB PURPOSE:**

To provide support and intervention to promote student attainment, achievement, attendance and well-being.

As part of a team to be responsible for the welfare and behaviour of students, promoting positive student attitudes and behaviour in and around Academy and mutual respect for members of the Academy community.

To work as part of a team to promote and support whole Academy policies including raising attainment, behaviour, rewards, attendance and punctuality.

To ensure excellent communication across the academy community and with external agencies.

**LINE MANAGEMENT:**

**Responsible to:** Principal via Assistant Principal for Behaviour and Attendance

**DUTIES AND RESPONSIBILITIES:**

- To be available to meet with students, parents/carers or staff.
- To promote a positive climate for learning across the academy.
- To support the tracking of students attainment and achievement and offer intervention support to maximise student outcomes.
- To meet students following referrals related to achievement, behaviour, student concerns or other incidents and to carry out appropriate follow up actions.
- To lead a team of tutors and support staff.
- To identify students who need referring to specific interventions or one-to-one support and be involved in appropriate follow up.
- To carry out, analyse and review informational trawls for identified students.
- To make organisational arrangements for the admission and induction of new students.
- To work with the Assistant Principal for Behaviour and Attendance for the school to improve and develop existing inclusion and redirection procedures, systems and resources.
- To contribute to a comprehensive and up to date information and resource bank for all learning provision offered under inclusion and re-direction.
- To contribute to effective programmes for inclusion for students, liaising and leading across the Curriculum as appropriate.

- To keep abreast of local and national education, training and employment issues, and changes to inclusion provision.
- To develop links with subject areas and organise and deliver training and briefing sessions for teaching and support staff.
- To answer general enquiries from students and staff relating to their individual needs.
- To lead administration of all issues related to exclusions, lateness, school detentions, absence and admissions.
- To take all reasonable steps to ensure that Health and Safety requirements are observed, both on the school premises and elsewhere.
- To take part in professional reviews and Performance Management schemes.
- To contribute to a programme of staff development for members of the teaching and support staff.
- To understand and comply with the Whole School Policies.

### **Year Monitoring/Overview**

- To monitor attainment & achievement and support interventions such as “catch-up” and targeted interventions to raise standards and outcomes.
- To monitor attendance and punctuality and take positive steps to improve attendance for an identified year group, this includes liaising with external agencies.
- To drive and monitor the Academy Rewards Policy.
- To carry out student interviews and questionnaires as part of the Whole Academy Self Evaluation process.
- To prepare reports to facilitate the production of Individual Behaviour Plans
- To support the delivery of PSHE.

### **Communication**

- To ensure good communication with parents/carers, members of school staff and outside agencies.
- To prepare for and attend multi agency meetings as appropriate.
- To attend parents’ evenings, review days and special events relevant to your Year Group.

### **Administration**

- To lead the administration of pastoral procedures for an identified Year group.
- To ensure student files and SIMS records remain up to date for an identified Year Group.
- To organise work for absent students where appropriate.
- To support the organisation of all Year events including open days and parents’ evenings.
- To promote and support educational trips and visits.
- To analyse and support the organisation and distribution of progress data and student reports.
- To be involved in the preparation of student references.



- To prepare reports for disciplinary meetings as appropriate.

## **TEACHERS STANDARDS:**

Teachers must make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

A teacher must:

### **1. Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

### **2. Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of The Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being

## **PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside The Academy, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

### **Other -**

- To undertake any other duty as the Principal may reasonably direct
- To be responsible for promoting and safeguarding the welfare and safety of students at all time
- To carry out all duties in a manner which promotes equality of opportunity, dignity and due respect for all persons and is consistent with The Academy's Equal Opportunities Policy



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