



**TEMPORARY TEACHER OF ENGLISH
AT THE OAKS ACADEMY**

**INFORMATION FOR APPLICANTS
2020-2021**





Thank you for expressing an interest in a vacancy here. On behalf of everyone at The Oaks Academy, I extend you a very warm welcome.

General Information for Applicants from the Headteacher

The Oaks Academy is a mixed gender 11 – 16 academy, with around 440 pupils, that opened in January 2016. Schools on this site have served the community of Crewe for many years. It is situated in the south western part of Crewe and shares a pleasant campus with Gainsborough County Primary School. The playground and recreational areas around the school offer a safe and secure environment to all students. We offer a full range of GCSE subjects which students begin studying in Year 10.

We became part of The Learning Alliance on the 1st September 2020 and will continue our journey of school improvement in this partnership. We have made significant strides in our school transformation and seek to appoint staff that understand the culture and climate of the school, our community, and the wider educational environment. Staff have a unique opportunity to work alongside colleagues in four other secondary schools and to gain support when necessary. The school is also part of the Chimney House Teaching Alliance.

As Head Teacher I really do feel blessed to have such a supportive, resilient and engaged staff team where our values “Inspire, believe, achieve” permeate every aspect of Academy life. We heavily invest in professional development to ensure that every member of staff can be the very best that they can be.

We are committed to providing an aspirational, challenging and supportive environment where each student is expected to aim for the highest standard in all aspects of school life and beyond. We work in partnership with students, parents and carers to improve outcomes but we are equally passionate about the personal and social development of students outside of the classroom, and encourage students to take part in a range of

Emma Hooley

Headteacher



THE LEARNING ALLIANCE

Welcome to The Learning Alliance Multi-Academy Trust

The Learning Alliance is a new multi-Academy Trust formed on 1st September 2020 as a merger between Congleton Multi-Academy Trust and Knutsford Multi-Academy Trust. The Trust consists of eight schools, three of which are primary schools and five are secondary schools, all based across Cheshire and North Staffordshire. CEO of the Trust is Mike Cladingbowl, a former teacher and national director for Ofsted. Mike was CEO of Knutsford Multi-Academy Trust prior to the merger.

The Trust believes in allowing each school to retain distinctive and successful ethos whilst also being able to support the ambition of individual schools, help children to reach their potential and benefit from the greater resources the partnership with the Trust brings.

Our vision and values are;

We are ambitious for all children - our schools share a commitment to providing world-class education while inspiring children to realise their full potential

Our schools reflect their communities - each school has the freedom to determine its own ethos within overarching trust goals

Our family of Secondary Schools



Congleton High School,
Key stage 3 & 4
plus a Sixth Form



Based on the
Knutsford Academy
site, for key stage 4
and Sixth Form



Key stage 3 & 4
plus a Sixth Form



Based in Crewe for
key stage 3 & 4



Based in Crewe for
key stage 3 & 4

Our family of Primary Schools



JOB DESCRIPTION



A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - 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 pupils**
 - be accountable for students' attainment, progress and outcomes
 - be ware 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.
- 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 pupils**
 - know when and how to differentiate appropriately, using approaches which enable pupils 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 pupils 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 school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and 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 school
- 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 wellbeing.

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the principal responsibilities of the job.

PERSON SPECIFICATION



	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Honours degree or equivalent 	<ul style="list-style-type: none"> • Good Honours Degree: 1st or 2nd Class in the relevant subject 	<ul style="list-style-type: none"> • Application • Certificate
Teacher Experience	<ul style="list-style-type: none"> • Relevant successful experience of teaching English in a secondary school at Key Stages 3 and 4. • Ability to teach English to GCSE. • Ability to motivate learners aged 11-16 • Ability to plan strategically to meet the needs of a range of learners • Understanding of use of assessment to promote individual learning • Understanding of the value of English in raising achievement across the school • Proactive user of ICT to enhance learning and teaching 	<ul style="list-style-type: none"> • Evidence of excellent examination results gained from own teaching. • Experience of delivering extra-curricular English 	<ul style="list-style-type: none"> • Application • Interview • Reference
Personal and Classroom Management	<ul style="list-style-type: none"> • Ability to communicate effectively with a range of stakeholders • Ability to work to agreed deadlines • Ability to prioritise • Ability to enthuse learners aged 11-16 • Ability to demonstrate a range of teaching styles and to plan for individual needs • Ability to use ICT to promote learning 		<ul style="list-style-type: none"> • Interview • Reference
Knowledge, Skills and Aptitudes	<ul style="list-style-type: none"> • Working knowledge of relevant legislation in relation to working with and the protection of young people • Ability to work with fellow professionals in order to bring about student improvement • Ability to analyse data for comparative purposes • Understanding as to how hard and soft student data can be used to help young people to enjoy and succeed 	<ul style="list-style-type: none"> • Ability to analyse data for comparative purposes 	<ul style="list-style-type: none"> • Interview • Reference

<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Outstanding teacher • Ability to work collaboratively with other departments. • Ability to see the whole school perspective • Willingness to take on new challenges and experiences • A good sense of humour, open-minded, well organised and innovative • Able to use initiative to solve problems • Able to lead and work confidently in a team and to respond constructively to change • Able to communicate clearly and effectively with colleagues • An infectious enthusiasm and passion for English • Ability to make learning enjoyable • Ability to inspire the trust of staff, students and parents • Desire to make a difference to the lives of young people • Ability to respond to a range of needs and expectations across a number of schools • Ability to use ICT to promote effective communications 	<ul style="list-style-type: none"> • A willingness to encourage and participate in extra-curricular activities e.g. clubs and educational visits 	<ul style="list-style-type: none"> • Interview • Reference
<p>Subject Knowledge</p>	<ul style="list-style-type: none"> • Illustrate personal expertise and in depth understanding of issues relating to the teaching of English in a secondary school • Involvement/commitment to the extended curriculum • Have a clear view of what excellent teaching looks like in a successful department and a personal commitment to high quality and excellence when teaching • Ability to and willingness to play an active role in supporting the whole school drive to improve literacy, reading and numeracy skills. 	<ul style="list-style-type: none"> • Experience of developing teaching and learning resources used by others to support students in achieving their full potential • Have worked on cross-curricular teaching projects • Ability to engage pupils in English and its importance. 	<ul style="list-style-type: none"> • Application • Interview • Reference
<p>Responsible to</p>	<ul style="list-style-type: none"> • The Curriculum Team Leader for English • The Deputy Headteacher (as appropriate) 		

Responsible for	<ul style="list-style-type: none"> • Please refer to job description above Plus • The delivery of high quality lessons across all timetabled classes • The nurturing and support of a tutor group • Active support for the schools aim to raise attainment at all levels, including support for Intervention and Support Programmes as appropriate • Detailed levels of planning and preparation in order to achieve agreed outcomes for students • A positive and collegiate approach to maximise outcomes for students • The creation of a memorable learning experience for all students • A positive contribution to the creation of a positive ethos across all stakeholders within the school • The promotion of the school via Marketing and Intervention events, Open and Parent Consultation Evenings and via extra-curricular activities • Health and Safety 		
Duration of post	Temporary from January 2021		