



City Learning Trust
High Lane, Burslem
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Staffordshire
ST6 7AB

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Email: info@citylearningtrust.org
Chief Executive: Carl Ward
Web: www.citylearningtrust.org

9 May 2019

Dear Prospective Colleague,

Thank you for your interest in the post of Teacher of Expressive Arts (with a responsibility for Music or Drama) at Haywood Academy. We are seeking an enthusiastic, driven and well qualified Teacher to join the Physical and Expressive Arts Faculty at the Academy.

You will be an experienced Teacher and be dedicated to contributing to the growth of this important subject area. You will have the chance to teach across the 11-19 spectrum in your subject and help our Academy on its journey to become a 'great' school. You will have enjoyed a range of experiences to date in schools and will be determined to raise standards in a child centered manner and be able to inspire young people to be the best that they can be.

The Academy has a dedicated and talented team of staff who are committed to ensuring that the young people in its care are supported and nurtured to achieve the very best they can. Staff at the Academy work closely with other Academies in the Trust to improve outcomes and life chances for young people and enjoy a particularly effective relationship with CLT central staff who work across the Trust's Academies.

If you want to work in an Academy where you can make a real difference to young peoples' life chances, while working in a partnership of Academies that are committed to cooperation and collaboration to unlock talent and fulfill potential, then this post is just right for you. In return, you will be supported and encouraged to develop further and enjoy a long and rewarding career working across the City Learning Trust.

You will have a passion to further develop standards, pedagogy and practice in your subject, will be child centered and able to inspire young people to be the best that they can be.

You will join the Trust at an exciting time as we establish an international partnership with Singapore to share excellence. As we strive for a 'great' culture and practice across our organisation and have a commitment to all our staff to help them develop.

As Executive Principal, I am proud to provide strategic leadership in line with the culture, ethos and values of the Trust and its member Academies. The Trust Board has high expectations to deliver the highest quality education, experiences and outcomes for the children and young people in its care.

The attached pack will tell you more about the post and the process of application and appointment.

If you would like the opportunity to help shape the future of Haywood Academy within the CLT then we look forward to receiving your application.



If you are interested in having an informal conversation about this opportunity please contact Amy Fox, HR Advisor, who will arrange such (01782 853535). Application forms for this post are available from Amy Fox or the City Learning Trust and Academy website. It would be helpful if the letter in support of your application is no more than 2 sides of A4. You may, if you wish, submit a CV with your application but not instead of it. Please send your application to: afox@citylearningtrust.org.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'CW', enclosed within a circular scribble.

Carl Ward

Chief Executive Officer

Enc.



Appointment Procedure:

Closing Date:	Friday 17 th May 2019, midday
Shortlist:	Friday 17 th May 2019
Interview:	Week commencing 20 th May 2019

Haywood Academy Background and Context:

Haywood Academy is a successful 11-19 Academy that provides high quality education for the young people of Burslem, and the surrounding area in Stoke-on-Trent. It is a popular and over subscribed Academy with approximately 1200 students on roll. Between 11-16, each year group has 210 students on roll, with 240 students accepted from September 2019 due to popularity. Each year around 500 students apply for 210 places in Year 7. The Academy's Sixth Form provision is based off site from the main Academy building in two unique and purposely refurbished facilities that have only recently been completed at a cost of over £3 million. Sixth Form students share these facilities at The Old Town Hall in Burslem and The Burslem School of Art and enjoy a modern Sixth Form in quite unique settings. The Sixth Form is called 'City College' and is relatively small in nature with around 180 students on roll.

The Academy has been consistently graded as 'Good' by Ofsted over the past 6 years. Its latest inspection was in December 2017 where it received an extremely complimentary report. Haywood was the founding member of the City Learning Trust and was the first convertor Academy in the City of Stoke on Trent.

Haywood is the only Academy in the country to win two National Awards of Excellence from the DfE in the same year; the Regional Pupil Premium Award and the Regional Character Education Award. The Academy's Executive Principal (who is also the CEO of the CLT) was ASCL President in 2017-18 and is a well respected national and international figure in education.

City Learning Trust Background and Context:

The City Learning Trust is a family of Academies sharing resources and expertise: *united by our values, we place children first in everything we do.* We believe in the power of collaboration and cooperation to unlock talent and fulfil potential. We want all children and young people within our Trust to be the best that they can be and are firmly committed to achieving our mission to create a world class education system for the communities we serve.

Children in the City Learning Trust have the best opportunities to develop their education and skills. They get the best start in life to help them gain employment in the future and to instil in them a desire for lifelong learning so they can adapt in an ever-changing world. In our Trust, education is linked up from 3 to 19, where skills and qualifications are allied to an increasing understanding of the value of continuous learning and social responsibility.

Our values are important to us and guide the work we do:

- **Ambition:** Our Academies aim to unlock the potential for all learners to achieve their dreams, hopes and aspirations.
- **Cooperation:** We value working together in teams, supporting each other, and sharing expertise and accountability to improve standards.



- **Commitment:** Our Academies are a family of Academies with a common bond, dedicated to the communities that they serve.
- **Creativity:** We encourage innovation and the use of imagination and original ideas in all our Academies.
- **Leadership:** We believe in listening to, inspiring and empowering our learning communities so that they can achieve their true potential.
- **Respect:** We value all people and organisations abilities, qualities and achievements, and operate using the principles of equality, equity and solidarity.

The Trust is on a journey from *Good* to *Great*. Through cooperation and collaboration, we develop sustainable partnerships that will provide a legacy for tomorrow's generation. This enables our member academies to become greater than the sum total of their parts.

The City Learning Trust is a registered charity and a DfE sponsor. We have a range of strategic partners and work closely with a number of multi-Academy trusts to raise standards.



Job Description: Teacher of Expressive Arts (with a responsibility for either Music or Drama) - Haywood Academy

Job Purpose:

To provide professional operational leadership and day to day management of a subject within the Expressive Arts Faculty at Haywood Academy and in partnership with the Senior Team and Principal, ensure that the vision, values and strategic leadership of Expressive Arts in the Academy is of the highest order to secure excellence.

Core Responsibilities:

All teachers must fulfil the DfE Teacher Standards at all times and, where appropriate, the UPR standards. The post holder is required to carry out the duties of a school Teacher as set out in the relevant sections of the latest School Teachers' Pay and Conditions Document. The post holder will model good practice in all aspects of classroom practice.

VISION & PURPOSE:

- Contribute to the development and provision of the highest quality of education and student outcomes.
- Make sure that young people of all abilities and backgrounds fulfil their potential.
- Engage all young people in interesting and engaging learning.
- Promote a positive ethos across the Academy based on the Academy vision and ethos.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.

RESPONSIBLE FOR:

- Facilitating and encouraging inspirational learning experiences in your subject which provide students with the opportunity to achieve their individual potential and attainment.
- Raise the profile and success of your Department across the whole Academy.
- Teaching your subject across all key stages.
- Keeping your skills, and those of other colleagues, in delivering Music or Drama lessons up to date.
- Assisting in the professional development and coaching of the team so that teaching typicality in the department is never less than 'Good'.
- Devise appropriate interventions for students who are failing to make the expected levels of progress.

COMMON DUTIES:

- Collaborating with others charged with specific responsibilities, in the preparation and production of Schemes of Work and all appropriate lesson notes and assessment schemes.
- Participating in the performance management systems operating within the Department and the Academy and adhering to the teaching and learning quality standards set by these systems.
- Paying regard to personal and professional development, indicating such needs to relevant persons and taking up opportunities to meet these needs.
- Careful planning and preparation for each individual lesson, according to agreed lesson plan format, including ensuring that equipment and resources needed for lessons are available in the classroom.



- Ensuring that classwork and homework tasks given to students are properly differentiated
- Keeping a record of student attendance for each lesson.
- The setting and recording of classwork and homework completed by each class and each individual in each class as appropriate, in accordance to the Schemes of work and in line with Curriculum Area and Academy Policy.
- Carrying out and recording of Assessment of and for Learning, in line with Academy Policy and Practice.
- Where applicable ensuring that orders to the technician for the supply of equipment for a lesson, or series of lessons, have been placed; in the appropriate manner and in the agreed time frame
- Familiarisation with all prior performance, ability profile and target information available on individual students, teaching groups and cohorts.
- Ensuring that standards of classroom management and student behaviour allow maximum effective teaching and learning.
- Familiarisation and adherence to Academy Policy and Practice on Commitment to Progress (Rewards and Sanctions).
- Familiarity and adherence to the Academy's Policy on SEND and ensuring the effective/efficient deployment of classroom support
- Familiarisation with the detailed information on any SEND student within a teaching group and adherence to any guidance contained within an IEP and/or Pupil Passport.
- Keeping a separate record of progress of any SEND student within a teaching group and contributing to SEND review procedures.
- Familiarity with and adherence to the Academy Policy on Health and Safety, the appropriate codes of practice issued by external bodies and risk assessments for particular activities within the Scheme of Work.
- Responsibility for maintaining, to a high standard, the appearance of furniture and fittings in a classrooms
- Responsibility for a high standard of display (including students' work) in classrooms
- Responsibility for ensuring that equipment is looked after, is in safe working order and any faults are reported immediately.

PASTORAL:

- To be a Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.



- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To participate in after-hours activities with students.
- To contribute to PSHE and CEIAG Education and other Enrichment Experiences according to Academy policy.
- To ensure the Behaviour Management systems (Commitment to Progress) is implemented consistently in the subject area so that effective learning can take place.
- To contribute to and implement the Academy policy on rewards and support taking responsibility for student behaviour.
- To make referrals for student support through the appropriate personnel for the subject area and attend panel meetings where required.
- To monitor student attendance and punctuality together with students' progress and performance in relation to targets set for each individual, ensuring follow-up procedures are adhered to and that appropriate action is taken where necessary.

PERFORMANCE MANAGEMENT:

- Participating in the Academy's arrangements for performance management, professional development and the Academy's arrangement for quality assurance and internal verification.



Person Specification: Teacher of Expressive Arts (with a responsibility for either Music or Drama) - Haywood Academy

Attributes and Experience	Essential	Desirable
Qualifications		
Good degree	Y	
Teaching qualification in relevant subject	Y	
Professional development over the past three years in aspects of Academy/school development and leadership		Y
Participation in an accredited Academy/School leadership programme		Y
Knowledge & Experience		
A strong and secure subject knowledge in the specified subject up to GCSE	Y	
A strong and secure subject knowledge in the specified subject for KS5		Y
An understanding of the strategies available for improving the learning and achievement of all students	Y	
A good understanding of curriculum developments in the specific subject area	Y	
Recent and relevant teaching experience in employment or training	Y	
Experience of assessment at Key Stage 3 and 4	Y	
Experience of assessment at Key Stage 5		Y
Teaching and Learning		
Student-centred educational philosophy	Y	
Ability to lead by example and inspire high quality teaching and learning	Y	
Ability to inspire, demonstrate and support the highest of expectations for all students	Y	
Commitment to “being the best we can be”, and making a positive difference for every student	Y	
Able to use a range of teaching and learning strategies	Y	
Confidence in the use of standard computer packages (word processing, email and spreadsheets) and how these can be used to enhance student learning	Y	
An understanding for how Assessment for Learning can improve student performance	Y	
Developing self and working with others		
Ability to set appropriate and challenging targets	Y	
Commitment to own self development	Y	
Commitment to working collaboratively with other Academies/Schools and stakeholders	Y	
Able to make decisions and delegate appropriately	Y	
Commitment to the encouragement, empowerment and training of staff	Y	
Helping to manage the organisation		
Ability to use strong and effective management systems underpinned by clear communication	Y	
Ability to produce and implement appropriate student improvement plans	Y	
The ability to access, analyse and interpret a range of data to raise standards	Y	



Commitment to developing strong links and partnerships with trustees, staff, parents, students, the wider community and other Academies/Schools	Y	
Strengthening community		
Proactive approach to ensuring excellent communication with parents and carers	Y	
Ability to promote and develop outstanding links with the community		Y
Evidence of developing positive links with feeder primary Academies/Schools and local secondary Academies/Schools	Y	
Experience of working with outside agencies to secure improved outcomes for students		Y
Experience of business links		Y
Securing accountability		
Ability to delegate responsibility with accountability	Y	
Capacity to sustain the ongoing improvement of results	Y	
Evidence of using performance management processes to secure improved outcomes for students and staff	Y	
Evidence of effective working with governing committies and/or trustees	Y	
Experience of demonstrating robust evidence of progress and improvement	Y	
Personal qualities and attributes		
Passionate about education with a clear commitment to quality	Y	
A commitment to inclusion and "Achievement for All"	Y	
A highly effective communicator able to communicate both orally and in writing to students and their parents	Y	
Communicate high expectations to all students	Y	
Firm and fair management style with interpersonal awareness and concern for impact	Y	
Can lead by example with high professional standards	Y	
Has a sense of humour, a calm manner and retains an optimistic approach	Y	
Able to work independently and collaboratively as a member of a team	Y	
Strong ICT skills including SMART board or Promethean		Y
Creative in problem solving together with willingness to take on and try new approaches and ideas	Y	
Safeguarding		
Commitment to safeguarding and promoting the welfare of children and young people	Y	
Ability to relate to students in a pleasant and sympathetic manner and to recognise potential child safeguarding issues	Y	
Excellent understanding of statutory safeguarding requirements	Y	

