



NOTTINGHAM UNIVERSITY
SAMWORTH ACADEMY

Job Application Pack Joint Head of Technology

Main Scale + TLR 2a-2c

Full Time

Closing Date: 5pm Thursday 5th March 2015



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Letter from the Head of School

Dear Applicant,

Thank you for your interest in our recently advertised post of Joint Head of Technology at the Nottingham University Samworth Academy.

Working at the Nottingham University Samworth Academy will be an exciting and challenging chapter in the career of any teacher. Along with the responsibilities associated with the position of Joint Head of Technology the successful candidate will be responsible for helping to form the culture, ethos and working practices of the school at every level.

Securing outstanding teaching and learning will be critical to our success and every member of staff will be required to contribute to the development of teaching materials and wider curriculum planning.

This is a unique and exciting opportunity to help to build and shape an outstanding school and we welcome applications from any subject area.

I look forward to receiving your application.

Yours sincerely

Mark Watts,

Head of School



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Letter from the CEO

Dear Candidate,

I am delighted to be able to introduce you to the Nottingham University Samworth Academy and the tremendous opportunities this school offers the young people of Nottingham.

Our partnership with Nottingham University Samworth Academy began in November 2013, and we have made enormous progress in developing standards across the school. We are dedicated to ensuring that every pupil receives the best possible provision.

We will deliver the community's vision of an outstanding school providing the highest standards of education and care for all children in the local area. We have a proven track record of delivering outstanding education for young people. Our flagship school, Toot Hill, is currently rated 'outstanding' by Ofsted and is in the top 2% of all schools nationally for pupil progress.

The trust is a growing and dynamic multi-academy group based in the East Midlands. We pride ourselves on extensive staff development, progressing and supporting employees to ensure that staff are constantly striving to improve.

Thank you for showing an interest in working at the Nottingham University Samworth Academy and we look forward to receiving your application.

John Tomasevic

CEO of the Torch Academy Gateway Trust



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Application Details

Thank you for your interest in the Joint Head of Technology vacancy at NUSA. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter clearly demonstrating your suitability for this role, via email to recruitment@nusa.org.uk or by post, for the attention of Mr. Watts, Head of School, to the following address:

NUSA
Bramhall Road
Nottingham
NG8 4HY

Wherever possible, please provide email addresses for your referees.

Application forms

These can be downloaded from the school website www.nusa.org.uk.

Closing Date

Please ensure your application arrives by 5 p.m. on the closing date of Thursday 05 March 2015.

Interview:

Interviews for the role will be held on either the 13th, 16th or 17th March (to be confirmed). If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

NUSA is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. All new staff will be subject to an enhanced DBS check.



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Job Description – Performance Director

Reports to: Senior Leadership Team and Head of School

Key purpose of the job

To provide leadership and management of the department.

In addition to the requirements of a class teacher, areas of responsibility and key tasks include:

Strategic direction and development of the department

- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning
- To have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils
- Develop plans for the subject which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school development plan
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes
- Chair meetings of subject staff (including provision of agenda and minutes) and provide other briefings as necessary.

Teaching and learning

- Use your own class as an example of high quality teaching and learning in the subject;
- Ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;
- Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- Evaluate the teaching and learning of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- Develop effective links with the local community including parents, business and industry;
- Ensure that teachers are aware of the implications of equality of opportunity which the subject raises;



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- Assist in the efficient organisation of internal assessments ensuring that assessments are started, changed and finished in accordance with the schools assessment policy;
- Ensure that entries for all external examinations are submitted to the examinations officer by specified deadlines.

Leading and managing staff

- Enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- Ensure that the Head of School, S.L.T. and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development plan.

Effective deployment of resources

- Support the Head of School by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- To be aware of and respond appropriately to any Health and Safety issues raised by materials, practice or accommodation related to the subject;
- Support the Head of School by maintaining efficient and effective management of the expenditure for the subject;
- Help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- Take on any additional responsibilities, which might from time to time be determined.

Requirements of a classroom teacher

- Teach pupils within allocated classes, enhancing their learning and providing the opportunity for achievement for all pupils
- Planning and preparing tasks which challenge pupils and ensure high levels of interest during lessons
- Monitor the academic progress of pupils within allocated classes and implement appropriate strategies to address underachievement
- To assess, record and report on the progress and attainment of all pupils within allocated classes
- To register the attendance of pupils in class
- To set appropriate homework
- To mark pupil's work and give appropriate and constructive feedback
- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials



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- Manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- Communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Undertake critical self-evaluation and then participate in continuous professional development designed to enhance the quality of teaching or other working practices.

Responsibilities of a form tutor

- To address any issues concerned with the wellbeing, personal development and academic progress of pupils within the tutor group
- To check uniform and general appearance on a daily basis
- To monitor the behaviour of pupils in the tutor group.

Performance Management responsibilities

- All members of staff are required to participate fully in the school's performance management system.

Other professional requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.



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Person Specification: Class Teacher

Factor	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (PGCE or equivalent qualification) • Good Honours degree (First or Second Class) 	<ul style="list-style-type: none"> • Higher professional qualification.
Experience	<ul style="list-style-type: none"> • Successful experience of teaching in the subject across the full age range of a secondary school • Experience of teaching a wide range of abilities • Proven record as a teacher whose pupils reach high standards of learning and achievement. 	<ul style="list-style-type: none"> • Current/recent responsibility post within a department • Experience of pastoral/tutor role
Skills and Knowledge	<ul style="list-style-type: none"> • Excellent teaching skills, including effective communication skills, ability to motivate students and staff and the capacity to create good learning environments. • A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils. • Knowledge of current issues and recent developments in the curriculum area. • Capacity to use ICT as integral part of teaching. • Knowledge and understanding of the value added agenda, including levels of progress. • Ability to lead initiatives, support the process of change and work effectively in a team. • Ability to prioritise, plan and organise. • Secure commitment to a clear aim and direction for the subject • Understanding of safeguarding and promoting of welfare of children issues. • Understanding of equal opportunities issues and their application to work. 	<ul style="list-style-type: none"> • Understanding of particular needs of pupils with SEN • Awareness of factors affecting language and learning across the curriculum • Knowledge/involvement in other cross curricular initiatives/projects or whole school developments
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm for the subject • Ability to use own initiative • A commitment to the vision of the school • A commitment to inclusive education. • Ability to form good working relationships with pupils and staff • High standards and expectations • Ability to use pupil assessment data to raise standards • Outstanding communication skills • Reliability and integrity • A commitment to safeguarding and promoting the welfare of young people 	<ul style="list-style-type: none"> • A willingness to contribute to extra-curricular activities • A vision for the development of the department. • A commitment to personal and professional development.



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Overview of the Trust

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children

Overview of the School

Ethos

The Nottingham University Samworth Academy has a very clear and distinctive ethos. Our culture is highly aspirant, centred on our passionate belief that every child can succeed. We encourage staff to be creative, independent and ambitious. We expect them to challenge and inspire our students, providing high quality learning experiences that motivate students to be the very best they can. High standards and academic rigour underpin our daily work.

We value commitment, independence and courtesy from all of our students. We demand the very highest standards and in return we nurture and respect student ideas and opinions. We explicitly promote leadership skills and offer a range of opportunities for students to take an active role in developing and improving their school. We have a clear message to guide all students in their daily lives; Work hard, be kind.

Achievement

Student achievement is at the very heart of everything we do. We believe that academic and examination success provides the foundation that allows students to make the most of their lives and the opportunities available to them.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and we constantly strive to provide every child with the very best educational experiences.

Should a child require additional support a range of services are available to ensure every student's success, whatever their individual educational needs.

Our track record at our schools within the Torch Academy Gateway Trust demonstrates our ability to deliver high levels of achievement in a variety of contexts.



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Curriculum

At the Nottingham University Samworth Academy Key Stage 3 students study a two-year programme that covers all the National Curriculum subjects. Students are taught in ability groups in the majority of subjects, ensuring that every child is taught at a level that matches their ability.

During our three year Key Stage 4 programme most students study the English Baccalaureate core subjects of English, Mathematics, Science, a Modern Foreign Language and a Humanities subject such as Geography or History.

A wide range of option subjects including visual and performing arts, ICT, technology and PE supplement the core curriculum.

About the School

The Nottingham University Samworth Academy opened in 2009. Primarily serving the residents of Bilborough, the school is housed in a stunning, state-of-the-art building, with excellent resources.

The academy is the product of a partnership between the University of Nottingham and the Samworth Trust.

In November 2013 the Torch Academy Gateway Trust began working with the Nottingham University Samworth Academy Trust to help develop the school further, ensuring the very best outcomes for all its students.

Safeguarding and Child Protection

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff will be subject to an enhanced DBS check.

The School has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.