



# Job Application Pack

## Teacher of English

(Mainscale)

February 2015

Closing date: 5pm Thursday 5<sup>th</sup> March 2015

## Letter from the Head of School

Dear Applicant,

Thank you for your interest in our recently advertised post of Teacher of English 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 Teacher of English 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



## 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

## Application Details

Thank you for your interest in the Teacher of English 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](mailto: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](http://www.nusa.org.uk).

### Closing Date

Please ensure your application arrives by 5 p.m. on the closing date of Thursday 5<sup>th</sup> 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.

## About Nottingham University Samworth Academy

### **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 on contexts.

## **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.

For more information about the school visit [www.nusa.org.uk](http://www.nusa.org.uk)

## About the Torch Academy Gateway Trust

Since November 2013 the Torch Academy Gateway Trust has been working in partnership with the Nottingham University Samworth Academy to help the school develop and grow. This is a long term partnership with the specific aim of raising educational outcomes at the Nottingham University Samworth Academy.

### Our Vision

The Torch Academy Gateway Trust is committed to securing high levels of achievement for all students in our schools, regardless of their background. We believe that all young people can and should succeed in school. We are driven by a strong moral purpose to ensure the very best outcomes for our students, in order to improve their life opportunities and enable them to live fulfilled lives.

### 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 of 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 includes both secondary and primary schools, working in a range of contexts.

In addition we founded the Torch Teaching School Alliance, which links 23 schools together sharing effective practice and developing new models for staff development.

Our values are central to developing a positive ethos 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.

### We Promote

*Trust:* All stakeholders work together to realise our vision

*Integrity:* All decisions are based on the best interests of our students

*Mutual Respect:* Ensuring a voice for all stakeholders

*Empathy:* Teaching should be well planned, varied and stimulating

*Self Improvement:* A commitment to supporting the development of our staff, students and wider community

## **Group Ethos**

- High expectations are essential to raising standards
- Everyone can succeed
- Barriers to learning must be challenged and overcome
- Teaching should be well planned, varied and stimulating
- Learning should be active, focussed and engaged
- High standards of behaviour are expected at all times
- Clear lines of accountability exist at all levels
- Developing staff and students to engage in effective teaching and learning

## **Securing Success**

Our vision is to build capacity for sustained improvement. There are a number of short term strategies that can be initially used to enhance outcomes but it is our view that these need to be supplemented by a process that transforms a school for long term improvement.

This work is centred on transforming a school using our 'Pillars of Success' improvement model. Transformation is achieved through the combination of a number of changes and improvements to each of these pillars within a school:

- Leadership
- CPD
- Curriculum
- Learning Organisation
- Care, Support, Guidance
- Performance Management
- Tracking and Intervention



## Person Specification

Factor	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status – Degree or equivalent.</li> <li>• Strong record/commitment to continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Good Honours degree (First or Second Class)</li> <li>• Higher professional qualification.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of teaching across the ability range,</li> <li>• Current/recent responsibility post within a department</li> <li>• Experience of pastoral/tutor role</li> </ul>	
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of current issues in the teaching, including national curriculum and post 16 issues.</li> <li>• Understanding of equal opportunities issues and their application to work.</li> <li>• Exemplary teaching, including effective communication skills, ability to motivate students and staff, capacity to create good learning environment, commitment to communicative methodology.</li> <li>• A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils.</li> <li>• Capacity to use ICT as integral part of teaching.</li> <li>• Knowledge and understanding of the value added agenda, including levels of progress.</li> <li>• Ability to lead initiatives, support the process of change and work effectively in a team, devolve responsibilities and delegate task as appropriate.</li> <li>• Ability to prioritise, plan and organise.</li> <li>• Secure commitment to a clear aim and direction for the subject</li> <li>• Understanding of safeguarding and promoting of welfare of children issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of particular needs of pupils with SEN</li> <li>• Awareness of factors affecting language and learning across the curriculum</li> <li>• Knowledge/involvement in other cross curricular initiatives/projects or whole school developments</li> </ul>
	<ul style="list-style-type: none"> <li>• Enthusiasm</li> <li>• Initiative</li> <li>• Vision</li> <li>• A commitment to inclusive education.</li> <li>• Drive and ambition</li> <li>• Outstanding communication skills</li> <li>• Reliability and integrity</li> <li>• Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to contribute to extra-curricular activities</li> <li>• A vision for the development and a commitment to personal and professional development.</li> <li>• A willingness to take responsibility for their own professional development.</li> </ul>



## Job Description

Department/Faculty: English  
Responsible to: Subject Leader of English

### **Professional Duties:**

As a teacher employed by the Nottingham University Samworth Academy you shall carry out the professional duties of a School Teacher as circumstances may reasonably require as provided for under the School Teachers' Pay and Conditions document. A summary is attached for your information.

You are required to carry out your duties in line with the stated ethos and principles of the school.

### **Directed time:**

This Job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. Your Executive Head Teacher/Head of School is responsible for maintaining a time budget on which you have been/will be consulted. You will be granted access to this at any reasonable time by arrangement with your Executive Head Teacher/Head of School

## Working Practice of a Classroom Teacher

Areas of responsibility and key tasks:

### **A: Planning, teaching and class management:**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline;
- use a variety of teaching methods to:
- match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T and other sources;
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness;

### **B: Monitoring, assessment, recording and reporting:**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents;

### **C: 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
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- take responsibility for their own professional development and duties in relation to school policies and practices
- liaise effectively with parents and governors
- take on any additional responsibilities which might from time to time be determined



## **Disclaimer**

The Nottingham University Samworth Academy 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 staff will be required to undergo an enhanced Disclosure and Barring Service search in line with DfE requirements.