

Build your career in Filey
with the Ebor Academy Trust



The Ebor Academy Trust forms the basis of a partnership of schools whereby the strengths in all settings are shared. We have been working closely together to establish a partnership model that will benefit all children and young people in all our schools. This is an exciting venture, in which we aim to build a sustainable, dynamic organisation that will provide developmental opportunities for everyone who is part of the alliance.

Together we have focused on developing high quality experiences in all subjects both within and outside the curriculum. We believe that children and young people deserve high quality teaching from teachers who have specialist training support to constantly grow and develop, and encouragement to be creative.

The Ebor Academy Trust has become a collaborative, mutually supportive organisation: a partnership of equals. We are a forward looking organisation which learns from each other, but also looks outwards to learn from good practice locally, nationally and internationally. Together we can give our children and young people a unique learning opportunity whereby their talents can be identified, developed and celebrated.



Students at the National Science Learning Centre at the University of York, a key partner next year, with director of education Richard Ludlow

Job description

General duties and responsibilities

RESPONSIBLE TO: Curriculum and Standards Team Leader, Principal or Vice Principal

OUTLINE of ROLE

To lead the department/faculty in ensuring that all students enjoy, make outstanding progress and develop a love of learning in the curriculum area.

The role is responsible for the leadership and management of the curriculum area within the academy. The Lead Teacher Second-in-Charge: of a specific curriculum area will support the Team Leader and will act up as the leader of the department/faculty when the Team Leader is absent. The Team Leader Second-in-Charge will play a significant coordinating role in the development of the curriculum area and its influence across the curriculum. The Team Leader Second-in-Charge will also have a specific area of responsibility within the department/faculty to be negotiated on an annual basis with the Team Leader dependent upon the needs of the curriculum area.

PERFORMANCE REVIEW

The Team Leader Second-in-Charge will have an annual performance review in line with the academy's performance management policy (for further details see the Performance Management Policy). This will take place in September each year and will make a recommendation as to any salary increase on a bi-annual basis.

LEADERSHIP RESPONSIBILITIES

The Team Leader Second-in-Charge as part of their role will:

- Assist the Assistant Vice Principal: Teaching and Learning, the Stage Leaders of Y7 - 11 and their specific Team Leader in ensuring outstanding learning.
- Lead and take responsibility for specific areas of the curriculum design, planning and schemes of work in relation to the curriculum area as agreed with the Team Leader on an annual basis. Support the Team Leader in producing an annual SEF with half termly review and amendment, and development plan for the curriculum area based on termly monitoring.
- Contribute to the academy SEF in relation to Teaching, Learning and Attainment.
- Lead and take responsibility for monitoring academic performance of an aspect in the curriculum area. This will include tracking data and aspirational target setting and liaison with Stage Leaders to promote progress of underachieving students.

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- Assist the Team Leader in ensuring the department meets the academy deadlines in terms of reporting, data entry and examination requirements (this will also include quality assurance of reports).
- Contribute to the whole school lesson evaluation schedule in relation to the curriculum area.
- Deputise for the Team Leader at Team Leader meetings.
- Assist in the training of current staff and any colleagues undertaking teacher training. Assist with the support of any colleagues deemed to need further development.
- Assist in providing school-to-school support as appropriate.
- Other reasonable duties as required by the Principal.

STANDARDS FOR TEACHERS

Teachers make the education of their pupils 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 pupils.

PART ONE: TEACHING

A teacher must:

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 pupils 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).

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 pupils' 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 pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, 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.

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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 pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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 pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

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 pupils' achievements and well-being.

PART TWO: 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 school, by:

- Treating pupils 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 pupils' 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.

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- Ensuring that personal beliefs are not expressed in ways which exploit pupils' 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.

Person specification

The Selection Panel will be looking for evidence that the candidate has demonstrated his / her ability to fulfil the following criteria:

QUALIFICATIONS AND TRAINING	Essential on appointment	Desirable on appointment (if not yet attained, development may be provided for the successful candidate)
Qualified Teacher status	✓	
Graduate	✓	
Further professional development/academic study (A willingness to undertake further training as required is essential)		✓
Evidence of continuous professional development, including recent leadership training/development	✓	

EXPERIENCE AND SKILLS	Essential on appointment	Desirable on appointment
Experience across the full secondary age and ability range		✓
Experience of teaching in more than one school		✓
Proven track record of raising achievement	✓	
Experience as a member of a leadership group		✓
Experience of financial management		✓
Thorough knowledge of the secondary curriculum and current educational issues	✓	
Experience of involving the community in raising aspirations		✓

Person specification

Key Competencies

The Selection Panel will require evidence that you meet all the standards outlined in the National Standards for teachers. In addition, there will be a particular focus, at interview, on the following competencies and characteristics, which are essential to success in this post:

Key Competencies and characteristics	Essential on appointment	Desirable on appointment
Strategic thinking and planning linked to a clear vision	✓	
Able to hold self and others to account within a culture of high expectations		✓
Ability to maximise individuals' potential through effective team building and development		✓
Effective use of evaluation and reflection at individual and institutional level to ensure continuous improvement	✓	
Resilience (enabling goals to be achieved, despite setbacks)	✓	

SAFEGUARDING	
	Essential on appointment
<i>Please note this post is also subject to a satisfactory enhanced DBS disclosure (if required)</i>	
Demonstrate a commitment to safeguarding and welfare of young children	✓
Ability to form and maintain appropriate relationships and personal boundaries	✓
Emotional resilience in working with challenging behaviours	✓
Appropriate use of authority and discipline	✓