



# Lord Grey Academy

*Aspire, Learn, Achieve*



## **INFORMATION FOR CANDIDATES**

**2018 - 2019**

**TEACHER OF ENGLISH**

**MPS/UPS SCALE**

**Required for Easter or September 2019**

“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”



## School Motto

# Aspire, Learn, Achieve

## Our Aims

### Lord Grey Academy expects you to:

- Achieve your personal best
- Contribute and enjoy
- Value and understand yourself and others
- Embrace opportunities
- Learn from mistakes
- Develop confidence
- Respect our core values:
  - Be resilient, independent and hardworking;
  - Be kind, caring and positive;
  - Be ambitious, aspirational and determined;
  - Be respectful, helpful and honest.

## Lord Grey Academy Mission Statement

'Lord Grey Academy is a future-driven, aspirational and inclusive school offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving school with an ambition to become an outstanding first choice local school '.

**Lord Grey is a “good school”, Ofsted, July 2014**



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## Welcome from the Principal

Dear Prospective Applicant/Candidate,

Thank you so much for considering applying to Lord Grey Academy in Bletchley. We are a learning community of approximately 1490 students and over 150 staff. Lord Grey is totally committed to school improvement and developing the life chances of the young people in our care. We are a very inclusive and caring school, with high aspirations.

As the Principal, I am very proud to be the leader of such a dynamic and vibrant school. This is an Academy that is really 'on the up'. We are an oversubscribed school and have excellent links with our local feeder schools within the Bletchley Partnership. We believe in working in close partnership with parents, other local schools and colleges, the Local Authority and local community groups. We are part of TOVE Learning Trust, as part of their Multi Academy Trust, and we are excited to be in this family of likeminded schools.

We believe in treating every student as an individual and our students are wonderful to work with; they are respectful, polite and engaging. The academy believes in praising young people and celebrating the success of those who do well; we have a clear rewards and consequences system and a good vertical pastoral system led by Heads of House, to support learners and staff.

We have a good Sixth Form and we offer a wide range of Post-16 courses at Level 2 and Level 3; we are constantly striving to offer curriculum diversity and to widen our Post-16 offer. Ofsted 2014, recognised the Sixth Form as a real area of strength in the academy and value added outcomes have been consistently positive since.

The academy has an excellent programme of staff CPD and we have an outstanding track record in supporting staff in career development and training. We hold the prestigious Institute of Education Gold Award for professional development. The large staff are very welcoming and everyone who works here values the support and friendship that they are offered.

At Lord Grey Academy we understand the importance of a sustainable work-life balance and are committed to a rolling review of processes and practices to ensure that they do not get in the way of effective planning for great teaching and learning.

Faculty meeting time and CPD programmes encourage and facilitate collaborative planning in order to develop great strategies and resources whilst alleviating workload pressures. CPD provision is varied and tailored to teachers' skills and ambition. For colleagues interested in research-led, enquiry based CPD our CPD programme can offer opportunities to work as a research lead or take part in action research projects in a specific area of interest.



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Leadership at all levels is encouraged and an in-house leadership development programme is attended by all middle leaders. Middle leaders are also encouraged to seek external accreditation through NPQML and NPQSL programmes as appropriate.

As part of a newly enlarged Multi Academy Trust, there are exciting career opportunities for committed and ambitious individuals who are looking for a long term career within one organisation.

The academy is situated on a large site in West Bletchley on the southern side of Milton Keynes. Bletchley itself is the home of 'Bletchley Park', where the WW2 'Enigma' code was discovered – this site of historical importance and tourist attraction is just a few minutes' walk from the school. Bletchley is a lively town on the outskirts of Milton Keynes, and offers plenty of accommodation, good shopping and good rail links to London and Birmingham. Milton Keynes is centrally placed with excellent transport links, by both road and rail, to the rest of England. Milton Keynes is one of the fastest growing cities in Europe and has superb shopping, many bars and restaurants and a very good theatre. With excellent cinemas, Xscape and the Snow Dome, MK Dons and a range of other leisure options, there is plenty to do in Bletchley and Milton Keynes. For those who prefer the countryside, there are many beautiful Buckinghamshire and Northamptonshire villages on the periphery of Bletchley.

Having read all of this, if you are interested in making an application, we would be delighted to hear from you. Come and join us on our journey of school improvement! Lord Grey Academy is a school that is really working hard to be a truly great place of learning.

Mr Jim Parker  
Principal



## Faculty Information

The successful applicant will be joining the English Faculty at an exciting time in our development. We had pleasing KS4 results in 2018 with a 15% improvement at GCSE level in Literature at 4+ and a 7% improvement in Language. Our Average Point Score and Levels of Progress were also encouraging. Our focus is now on developing independent learners; equipping them with a wide range of skills in analysis, understanding and creating texts of their own. As a self-reflective, supportive and innovative faculty, we are involved in leading CPD and trialling other whole school initiatives.

For Lower School we have detailed schemes of work in both years to meet the challenges that the new specifications bring; we are always looking to improve and adapt these schemes of learning, with an emphasis on engaging every learner. Progression pathways are regarded as a priority, with our students travelling along graded flight paths which ensure continuity into Upper school.

The English Faculty consists of a large and enthusiastic team of twelve plus teachers from a wide variety of backgrounds and areas of expertise. We benefit from our own faculty area with a suite of classrooms, all equipped with data projectors, and a large faculty office with a work station for every teacher. We love to share resources and trial new ideas, encouraging peer observation and colleague to colleague advice.

The English Faculty is a warm, reflective team in which staff work very hard to deliver high standards of learning and teaching. The expertise of every member of the faculty is valued and, as such, all staff are encouraged to contribute to the development of schemes of work, resources and policies. Excellent provision is made to help each person to develop professionally through a range of whole school and faculty CPD opportunities.

We are looking forward to welcoming an enthusiastic, dynamic and appropriately qualified teacher to the team. If you have any further questions please contact me at the school.

**Emma Cliffe**  
**Director of English**



## Advertisement

### TEACHER OF ENGLISH Full-time

#### LGS MPS/UPS SCALE

#### *Aspire, Learn, Achieve*

We require from Easter or September 2019 an enthusiastic Teacher of English to join our hard working English Faculty team, in this large, mixed 11-19 comprehensive school.

The successful candidate:

- Will have a strong commitment to teaching and learning in English
- Will be an effective classroom practitioner committed to raising standards for all students
- Will be able to teach English at Key Stages 3, 4 and 5.
- Will be fully committed to enabling all students to achieve well and make good progress.

A lesson observation and a formal interview will form the selection criteria.

A candidate information booklet and application form are available on the vacancies section of Lord Grey Academy's website:

<http://www.lordgrey.org.uk/general-information/vacancies/>

Please note the application form is available on the right hand side of the above link.

Completed application form and covering letter should be submitted to Human Resources at Lord Grey or emailed to [hr@lordgrey.org.uk](mailto:hr@lordgrey.org.uk) by 9am on Monday 18<sup>th</sup> March 2019.

Only successfully short listed candidates will be contacted.

*The school is committed to safeguarding children. The successful applicant will require an enhanced DBS check.*



## JOB DESCRIPTION

### **Ethos**

Lord Grey Academy is a rapidly improving school which celebrates learning and achievement within an inclusive environment and promotes a local, national and international dimension to prepare our students for their role as confident global citizens. Our motto is: Aspire, Learn, Achieve. Our Core Values are: Ambitious, Determined, Independent, Respectful and Successful. It is expected that the post holder will carry out his/her responsibilities within this philosophy.

All teaching staff must adhere to all aspects of Lord Grey Academy's Teaching and Learning Framework and to the Teachers' Professional Standards.

All job descriptions define the responsibilities of the post holder as being:-

- Under the reasonable direction of the Principal to carry out the professional duties of a school teacher
- To comply with "Health and Safety" at Work legislation.
- Job descriptions are subject to review and amendment.

For all those staff with Teaching and Learning Responsibility allowances, job descriptions define the responsibilities of the post holder as being:-

- Under the reasonable direction of the Principal to carry out the professional duties of a school teacher
- To fulfil expectations of teachers with TLRs as outlined the School teachers' pay and conditions document 2015 Part 4 Section 20
- To comply with "Health and Safety" at Work legislation.

### **Classroom Teacher – Standard Responsibilities**

#### **Purpose of the Job**

- To ensure student progress in the learning of English through good quality teaching
- To ensure student entitlement to the "Help Children Achieve More" outcomes as a subject teacher
- To achieve very positive outcomes for all students in public examinations, demonstrating a significant contribution to each student reaching their minimum Target Grade
- To maximise "Progress 8" and "Attainment 8" and progress for all classes taught by you

#### **Teaching and Learning**

- To teach English in Key Stages 3 and 4 and, if appropriate, in the Sixth Form
- To teach in line with the Teaching and Learning Framework and Behaviour for Learning Policy at Lord Grey Academy

- To teach in line with faculty and school policies on e.g. assessment  
teaching and learning  
homework  
student behaviour
- To contribute to learning opportunities within the formal and extended curriculum
- To ensure student progress against prior attainment, at least in line with national averages and Progress 8 targets
- To contribute to the profile of your teaching subject(s) within the school
- To be responsible for a classroom or teaching area and its impact on learning (e.g. through superb displays) and the organisation of learning resources for yourself and within your department
- To regularly review and evaluate teaching and learning in lessons and across schemes of work
- To enhance learning in your subject area(s) through use of Information and Communication Technology as a teaching and learning tool
- To involve parents in behavioural issues in line with school policies
- To ensure the effective and efficient deployment of classroom support
- To work as a member of designated teams and to contribute to the building of teams within the school
- To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

### **Continuous Professional Development (CPD)**

- To take responsibility for personal CPD needs within the school's Appraisal framework
- To work individually and as part of a team
- To develop as a reflective practitioner
- To monitor the impact of CPD on your own teaching and learning
- To seek advice and support within school policies
- To be familiar with and adhere to school policies and procedures
- To be familiar with and contribute to the School Improvement Plan and School Self-Evaluation systems

### **Curriculum and Assessment**

- To plan appropriate lessons to meet the learning needs of all students including those of: the More Able, of Looked After Children, of EAL and 'groups within groups' students and of those students with Special Education Needs or who are Pupil Premium
- To evaluate and review lesson plans
- To contribute to the planning of faculty programmes of study and Schemes of Work
- To create and manage resources for the teaching of lessons
- To assess students' work and progress against their prior attainment, progress in other subjects and against national norms in line with faculty and school policies
- To use assessment to inform curriculum planning, teaching and learning
- To assess accurately to help students meet their Minimum Target Grades
- To act on feedback from examination boards on the quality of marking, moderation and assessment
- To assess students' work accurately and regularly with good quality feedback on how to improve, given in a variety of ways
- To work within school curriculum policies on key themes e.g. Citizenship,

Enterprise, Literacy, Work Related Learning, British Values and Prevent agenda

- To inform and involve parents in their children's learning in line with school policies and procedures

## **Management Information and Its Use**

- To maintain appropriate records and to provide relevant accurate and up-to-date information
- To complete the relevant documentation to assist in the tracking of students
- To track student progress, analyse data and use information to inform teaching and learning, on time and as per the school calendar of assessment, with all deadlines met on time

## **External Communication**

- To take part in Open Evening, information evenings, Academic Progress Meetings, Parents' Evenings, Subject Teacher Meetings and liaison events with partner schools
- To contribute to the development of effective subject links and other links with external agencies
- To contribute to extracurricular activities, and to the support them with attendance, where possible

## **Other**

- To undertake school duties in line with school policies and procedures
- To cover lessons and registration sessions for absent colleagues in line with the school Cover Policy, based on the concept of rarely cover, and in exceptional circumstances
- To attend assemblies as required
- A commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy
- To comply with any other reasonable requests from the Principal when there are exceptional circumstances
- To undertake such duties as may from time to time be reasonably assigned by the Principal

## **Form Tutor Responsibilities**

- To be a Form Tutor or Co-Tutor within a vertical tutoring system
- To form a positive relationship with your tutees
- To attend House meetings
- To attend assemblies
- To follow all reasonable directions for your Head of House
- To form positive relationships with the parents of your tutees
- To read out all relevant form notices on a daily basis
- To encourage praise, rewards and whole school initiatives (e.g. Accelerated Reader) amongst your tutees
- To complete mentoring activities with your tutor group
- To monitor uniform, equipment checking and planner checking on a very regular basis
- To follow up on pastoral issues and make relevant referrals if need be
- To liaise with Sixth Form Team on Post-16 tutees
- To set routines within the Tutor Group (e.g. silent reading, quiz, checking day,



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<p>discussion day etc.) to form a good ethos</p> <ul style="list-style-type: none"> <li>To praise and reward regularly, using the Star Rewards system</li> <li>To complete Record of Achievement folders</li> <li>To follow up on any C system incidents</li> <li>To follow up any indications of under achievement with student, parents and subject teachers</li> <li>To lead Academic Progress Meetings</li> <li>To pass on referrals for Subject Teacher Meetings, in terms of issues to be followed up on</li> <li>To follow up on issues raised in Academic Progress Meetings</li> </ul>		
<b>PERSON SPECIFICATION CRITERIA</b>	<b>STANDARD SCALE TEACHER AND FORM TUTOR OR CO-TUTOR</b>	<b>CRITERIA, ESSENTIAL OR DESIRABLE</b>
<b>EXPERIENCE/ KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Qualified teacher status or the credentials to gain QTS or to teach in the UK</li> <li>Up to date knowledge and understanding of teaching and learning strategies</li> <li>Up to date knowledge of the national curriculum and public exam syllabuses in English.</li> <li>Up to date knowledge of school systems to support students in their learning, e.g. SEN, pastoral and assessment systems in schools</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>An effective classroom practitioner</li> <li>The ability to work in partnership</li> <li>Organisational and administrative skills</li> <li>Good written and oral skills</li> <li>IT literate</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<b>PERSONAL JOB RELATED SKILLS</b>	<ul style="list-style-type: none"> <li>Belief that barriers to learning can be overcome</li> <li>A commitment to professional standards</li> <li>A commitment to quality and continuous improvement</li> <li>The ability to work under pressure</li> <li>Confidentiality: awareness and sound judgement</li> <li>A team orientated approach</li> <li>A commitment to equal opportunities, all aspects of the Equality Act and to narrowing the gap on inequality</li> <li>A commitment to follow all of the school's Health and Safety requirements</li> <li>A commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>