

Job Application Pack

Head of Year

ZENITH
MULTI ACADEMY
TRUST

The Vacancy

THE KING JOHN SCHOOL

A QUALITY EDUCATION FOR ALL

General Information

The following information is provided to assist staff joining the Trust to understand and appreciate the work, content of the post and the role they are to play in the organisation. Whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have been used which assume all the usual associated routines.

Head of Year
Main/Upper Pay Range
Required: Easter 2021
Full time hours
Not suitable for NQTs

We are seeking an outstanding Head of Year with the ability to teach core and/or Ebacc subjects.

You will need to have a strong track record as an excellent teacher and be committed to working with the key stage and subject leaders to promote learning and maximise achievement for each student in the year group.

Experience in using all available data to identify and track student progress in the year group, both at a subgroup as well as an individual level and use this to drive interventions and improve outcomes is essential.

You will need to be an effective leader with a clear and defined agenda, including implementation of school initiatives. Have knowledge, understanding and leadership accountability within the school organisation. The ability to work across all key stages (KS3 – KS5), alongside a proven track record of promoting high student achievement.

You will need to be rigorous, determined, creative and inspirational in your style of teaching and committed to working collaboratively and productively with colleagues, parents, governors and students.

We can offer you:

- A dedicated and experienced hardworking team of staff
- Enthusiastic, friendly and talented students
- The opportunity to develop within a highly effective multi academy trust

You will need to:

- Have a minimum of GCSE English and maths to Grade C or equivalent qualification and a sound academic background. A degree would be desirable (but not essential)
- Have QTS with experience of teaching in core/Ebacc subjects
- Be a good and effective communicator at all levels
- Be open minded, creative and inspirational in your style
- Commit to working collaboratively with colleagues and students
- Possess a good working knowledge of ICT
- Have successful recent experience working with children of the relevant age range and previous classroom experience (desirable but not essential)

Vision & Ethos

The Trust was set up in December 2017. As a Multi Academy Trust we are fully committed to excellence in all MAT pillars: governance, education and business operations.

Zenith understands that the future of the education system relies upon schools/academies and MATs working closely together to share best practice, improving each students' life chances and increasing the capacity of the MAT's role to enhance social mobility.

We work with our growing family of local primary, secondary and teaching schools whilst collaborating with other MATs to make this vision a reality.

We endeavour to:

- Provide a quality educational experience for all;
- Build more flexible capacity to improve standards faster for local children;
- Work inclusively within our communities embracing the varied localities we serve within our articulated values;
- Be supportive, share expertise, whilst working collaboratively holding each other to account;
- Develop the very best leaders of tomorrow on improving education and transforming lives;
- Ensuring that pre-conditions that enable students to learn are identified and addressed.
- Provide a coordinated approach to safeguarding, whereby schools fulfil their responsibility effectively. Ensuring all professionals' approach to safeguarding is child-centred.

Safeguarding Children & Young People

The Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

Applications

To apply for the role please download the application form from the vacancy page on https://www.zenithmultiacademytrust.co.uk/vacancies/, completed applications should be submitted to recruitment@zmat.co.uk. CV's will not be accepted without a completed application form.

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the selection panel should be included in your letter of application (supporting statement). Please ensure you say why and how you meet the criteria from the person specification in your letter of application.

Closing Date: 31 January 2021

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email recruitment@zmat.co.uk or telephone 01702 426707.

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from the HR Department within two weeks of the deadline, please assume that on this occasion your application has unfortunately not been successful.

We look forward to receiving your application.

Welcome from the CEO



Dr Margaret Wilson CBE

We are a South East Essex Multi Academy Trust, currently comprising three secondary schools and one primary school: The King John School in Benfleet, The James Hornsby School in Basildon, Castle View School in Canvey Island and Laindon Park Primary School and Nursery in Basildon.

We have created a unique bespoke initiative to support young people with complex needs who are facing tough circumstances and/or personal problems – Zenith Minds. It is a MAT wide provision that offers child centred support tailored to each individual. This support includes educational psychologists, family liaison specialists and counselling services.

As a member of staff within the Trust you become part of a dynamic network of staff working to achieve a shared vision for all of our children. You will become a valued member of a small group of schools.

The Trust's core aim is to ensure that we enhance the life chances of all the young people within the Trust to enable them to fulfil their potential and achieve the best possible outcomes. This is at the heart of everything we do.

Why work for Zenith Multi Academy Trust?

Thank you for considering Zenith Multi Academy Trust as your potential new employer.

If you share our commitment to securing transformational change and sustainable school improvement and would like to be part of our vision to provide excellence in education, we would like to hear from you.

In return we can offer you:

- A friendly trust which looks after the wellbeing of all its staff
- High performing school settings with excellent facilities
- Access to high quality and bespoke CPD across the trust
- A supportive and positive induction programme
- The opportunity to develop your career with and across the Trust Schools

Staff Wellbeing

The Trust is committed to providing a working environment and management practices that promote good health and wellbeing of all its employees. The Board of Trustees' 'duty of care' towards employees, legislation and case law, require them to manage and safeguard the physical and psychological well-being of the Trust's employees, the Trust has adopted:

- The attendance management policy and procedure for staff which provides a framework with clear milestones enabling managers to effectively manage attendance;
- The health and safety policy which provides a framework for, and measurement of, safe places to work; and
- The staff wellbeing policy which focuses on obligations supporting staff's health and wellbeing.

The wellbeing and training of our staff are seen as critical in creating the most effective and talented staff team. The high calibre of our staff means that we are constantly striving to improve so that we can provide the outstanding level of education that our diverse and brilliant young people deserve.

Continuing Professional Development (CPD)

At Zenith Multi Academy Trust, all staff are encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work, regardless of experience. We work towards 'a culture of excellence', where all staff have the opportunity to continue to improve and sharpen their knowledge and practice.

Working for Zenith brings other benefits:

- Free Benenden Healthcare Scheme
- Access to Benenden Healthcare rewards and discounts scheme
- Generous Teachers' Pension and Local Government Pensions
- Generous annual leave entitlement for full-time support staff up to 29 days + 8 bank holidays per annum
- Free access to on-site gym facilities
- Eye sight tests
- On-site free medical health checks
- On-site flu jab clinics
- Discounted external gym memberships

The Schools of Zenith Multi Academy Trust

THE KING JOHN SCHOOL

A QUALITY EDUCATION FOR ALL

Mr Daniel Steel, is the Headteacher at The King John School. It is a popular, oversubscribed school where students' very high attendance and levels of achievement reflect their commitment and enjoyment of school life. The school is a large, mixed comprehensive with a well-established sixth form, and serves the ever-growing communities of Thundersley and Benfleet, as well as welcoming students from further afield.

To enable their students to be happy and successful learners, they strive to create a caring, supportive and aspirational learning community, with high expectations and opportunities for all. They believe in offering a broad and balanced curriculum to enable students to flourish as individuals, and to achieve future success in whatever they choose to become later in life. This includes a strong emphasis on sport and the Arts. Opportunities for extra-curricular activities are extensive for all to support in developing knowledge, skills and cultural capital beyond the classroom setting. These opportunities include enterprise, creative performing arts, and a wide variety of trips and visits. Added to this their sporting expertise which puts them at the top of the county and national championships in a whole range of sports you will see the school has a lot to offer. They strive to nurture and develop global citizens of the future by celebrating success and valuing aspiration. They are determined every student should maximise their potential.

The recruitment, retention, and training of fully-qualified staff play a key part in their drive to secure strong academic outcomes for all students, and to instil a life-long love of learning. They understand the vitally important role of partnerships between families and school, and value their relationships with all members of the community they serve.

They have a thriving sixth form, which has been significantly extended to provide a wealth of additional state-of-the-art facilities. Students achieve well in a wide range of subjects and over a three year trend, the results are in the top 15% of over 2000 schools with 68% A*, A or B grades at A-level. Students' destinations are very strong, and they progress to Higher Education, including Cambridge and other Russell Group universities, apprenticeships and employment.

Laindon Park School & Nursery

Laindon Park is a small school located in a rural unspoilt area. Their building retains a Victorian character with many historical features. The Headteacher of Laindon is Mrs Portoles, who ensures that they are a school where the child is at the heart of everything they do and leads the decisions they make.

As Ofsted said about them "pupils are happy and enjoy school". The school is always aiming to improve, not only the education that they provide to pupils but also the services and goods that they provide to the local community. Their SAT results are consistently good and put them in the top 4% of primary schools in the country.

Castle View School
Pursue Excellence | Be The Best

Mr Durkin is the Headteacher of Castle View School. The school is a place where students are put first in everything the school does. Their aims are to pursue excellence, to be the best they can be and they achieve this by working together with parents and the wider community to bring out the very best in their young people.

A good education inspires, opens doors and makes a difference to the lives of individuals, their families and the wider community. Therefore, the school takes their responsibilities as educators very seriously, doing all they can to help their students achieve anything and everything they set their minds to. The school also takes great pride in providing a happy and harmonious learning environment – one where every student is known as an individual.

As well as valuing academic success, the school strives for every child to become a well-rounded, caring and confident individual who plays a part in their community, and has the skills and mindset to contribute positively to our wider society. The headteacher would warmly welcome you to visit the school and discover what it is that makes Castle View School the right choice for you and your child.

The James Hornsby School
Together we excel

The James Hornsby School is a popular, oversubscribed school where students' very high attendance and attainment reflect their commitment to and enjoyment of school life.

Everyone is valued as an individual, and their students develop into confident, responsible and successful young people. Every member of the school is part of The James Hornsby family, and their motto is 'Together We Excel'. As such, they support one another and are passionate about achieving excellence and celebrating success.

The Headteacher, Tammy Nicolls, leads the school with very high expectations and aspirations for her students. As a centre of learning, they aim to create outstanding, stimulating and life changing learning experiences.

"I began my teaching career at The King John School in July 2006, as a newly qualified English teacher. Right from the start, I felt that Dr Wilson was investing in my growth and development as both a teacher and a leader. The school recognised my specialisms, strengths and potential and within two years I was leading on Gifted & Talented across the school. From this initial area of responsibility, I moved into pastoral leadership under the mentorship of the senior leadership team. Through Zenith Multi-Academy Trust I was then able to gain my SLE accreditation and was promoted to Lead Practitioner with responsibility for initial teacher training. At this stage in my career, I was ready to step into a Leadership role. I was fortunate to gain a position as Assistant Headteacher at The James Hornsby School, and fortunate to be able to stay within the trust that has supported my progression from my first teaching role to a successful senior leader."

- **Assistant Headteacher, The James Hornsby School.**


The King John School


Laindon Park Primary School


The James Hornsby School


Castle View School

Job Description

Job Description

Job Title	Head of Year/Teacher
Grade	Main Pay Range / Upper Pay Range
Responsible to	Headteacher, Deputy Headteacher
Responsible for	The Head of Year is responsible for providing the leadership and management necessary to raise standards of achievement across the year group. Key responsibilities will include: • Leading your year group • Supporting and impacting upon the achievement of students in your year group • Ensuring excellent attendance, punctuality and behaviour for learning in your year group • Engaging with parents • Responsibility for tutors and effective tutor programme. The Head of Year duties run alongside those of a Classroom Teacher. The teacher is required to carry out the general professional duties of a school teacher as outlined in the Teachers' Standards and as directed by senior staff. This includes: • Supervision and progress of all learners in allocated classes. Teachers on the Upper Pay Range (UPR) will be expected to make broader contribution to the School as a normal part of their work.
Principal Accountabilities	To be met in accordance with the provisions of the Schools Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers
Job Purpose	• to support and promote the School's general purposes, ethos and Learner profile; • to be familiar with, respect and follow the School's Policies and Procedures; • to act as a role model to pupils through always being punctual, and well prepared and to maintain appropriate professional relationships and an atmosphere conducive to learning; • to set high expectations which inspire, motivate and challenge pupils promoting good and outstanding progress and outcomes by pupils; • to attend Assemblies and carry out a share of supervision duties in accordance with published rotas; • to contribute actively to the maintenance of the School as an orderly community by upholding the provisions of the School's Rules and the Pupils' Code of Conduct; • to maintain good order and discipline among the pupils ensuring to safeguard their welfare both on School premises and when involved with authorised School activities off site; • to attend and participate in staff and other meetings in line with the School Calendar; • to work with the classroom routines and systems in place in school to track, monitor and report on pupil attendance and progress;

	• to communicate and cooperate on educational issues with stakeholders as appropriate; • to contribute to the extra-curricular life of the School as appropriate and attend and support School events whenever possible.
Specific duties/ responsibilities	**Teaching and learning** • to ensure that lessons are planned in appropriate detail (accounting for the pupils' needs and prior attainment) and are prepared and delivered in accordance with departmental schemes of work and Teacher Standards which reinforce the need for high expectations which inspire, motivate and challenge pupils; • to take into account of pupils' educational strengths and needs (differentiating where appropriate) to enable access to learning for all, including the setting and marking of work (in accordance with the School Marking Policy) to be carried out by pupils in school and elsewhere (homework) according to School expectations and policies;. • to assess, record and report on the progress and attainment of pupils in accordance with the School's policy and in line with the School calendar, and regularly use this data to inform teaching; • to regularly mark pupils' work, giving appropriate feedback in accordance with the School's Marking Policy, keeping records of attainment; • to provide progress information relating to individual pupils as required and in line with the School Calendar; • to manage behaviour effectively to ensure a good, safe and purposeful learning environment; • to assist with departmental activities including trips and events. Teachers on UPR will be expected to make a greater contribution to the department / faculty and whole school T&L development as part of their normal working arrangements as outlined in the Performance Management process. **Pastoral Care** Teachers will act as Form Tutors under the direction of a Head of Year and Assistant Head of Year and they will: • be 'in loco parentis', responsible for the welfare of pupils in the Form and the first point of contact for those in school and outside seeking help, or guidance or wishing to express concern; • maintaining updated and accurate records relating to members of the tutor group by recording information on academic performance, behaviour, attendance, punctuality and other relevant issues • ensure that the register is completed accurately and on time, communicating effectively with Student Services Team as necessary regarding attendance and handle home communication efficiently. • ensure purposeful tutor times in line with the Tutor Time Programme in place for your year group; • promote the academic progress and wellbeing of individual pupils in designated form group or class, ensuring consistent feedback is given , which guides pupils; discussing academic progress reports, behaviour reports and supporting self –evaluation activities;

	• ensure that pupils have the expected equipment for school including planners, ensuring that these are kept up to date and are used effectively by pupils; • promote high standards of dress and behaviour through maintenance of the School Rules and Code of Conduct; • Keeping the relevant colleagues updated regarding information relating to any tutee and liaising with colleagues regarding student progress. When necessary to call meetings to discuss issues and to support and advise colleagues • Liaising with the SEN department regarding their tutees and implementing the stages of assessment • Writing tutor reports and collating subject reports for the tutor group; • Attend all Tutor Meetings as required. **Personal and Professional Continuing Professional Development** • to attend and actively participate in Staff Inset and training events as requested; • to support the professional development of staff as required; Teachers on UPR will be expected to make a greater contribution to the School's Performance Management and CPD processes as part of their normal working arrangements.

PERSON SPECIFICATION TEACHER
(to be read in conjunction with the job description)

Essential qualifications

- Teaching qualification recognised by the Dfe

Essential skills

- Have a proven track record of leading innovation to impact upon student achievement
- Be able to lead by example as an effective classroom practitioner
- Be a strategic and creative thinker
- Exude a passion for learning and a driving ambition for every learner
- Experience of leading others.
- Excellent classroom practitioner skills
- An ability to form productive working relationships with students, parents and colleagues
- To employ a range of appropriate teaching styles and the ability to present subject content in clear language and in a stimulating manner in order to ensure students' interest and motivation and encourage independent learning
- Selection and use of appropriate resources including ICT
- An ability to create and maintain a purposeful, orderly, attractive and effective learning environment
- Good communicative, organisational, administrative and interpersonal skills
- An ability to promote The King John School within the wider community
- An ability to work independently and as a member of a team
- An ability to produce coherent lesson plans and contribute to the production of schemes of work

Essential knowledge and understanding

- An understanding of the subject taught, including a range of assessment methods and the National Curriculum
- An understanding of the variety of the students' needs and their individuality

Essential experience

- Successful mainstream teaching across the 11-16 age range and the full ability range

Essential personal qualities

- Energy, sensitivity, resilience, commitment and enthusiasm
- High expectations of students
- A sense of humour
- A willingness to participate in professional development

Desirable qualifications, skills, knowledge, experience and personal qualities

- A willingness to contribute to the extra curriculum of the school
- An understanding of stages of assessment and teaching students with a range of needs

Testimonials

Working at King John for the past six years has provided me with a wide range of fantastic opportunities and wonderful experiences. I was encouraged to attend a middle leaders training programme provided by the trust which gave me the knowledge and confidence to be successful in a promotion to Director of English and media. I was also lucky enough to attend the media department trip to Hollywood with a group of KS4 students and was encouraged to organise my own trip to The Globe theatre for KS3 students.

- Director of Learning, The King John School

Working at the King John School is a privilege. Given the school's reputation I am very proud to be a part of the organisation and enjoy coming to work each day. As a school, King John promotes progression with leaders giving staff their full trust and support in professional development. During my time at King John I have been able to grow and flourish by being exposed to work across the school, within our trust schools also as part of the Benfleet Teaching Schools Alliance. Working at the King John School has certainly progressed my career.

- CPC Director, The King John School

Having worked within Zenith for a number of years I have been afforded so many opportunities to develop. I came to the school as a Head of year and after discussing my drive to be on the leadership team I was given extra responsibilities to ensure the progression was effective and that I was ready to interview for a role. With this in mind I was asked to lead on several faculties and drove the Equality and Diversity within my school. This then led to me being asked to join a school within the MAT to take on the role of associate assistant headteacher. I have now secured a permanent position in this school and couldn't have done it without the opportunities given to me by the Trust.

- Assistant Headteacher, The James Hornsby School

I started working at James Hornsby in January 2012 and began working here as a learning facilitator; almost eight years on and I am now currently the head of mathematics. In this time I have had the opportunity to complete many roles within the school. Working in the behaviour support unit, as an achievement officer and then as a maths instructor, while I was completing my maths degree at university. The leaders within the school identified my skill set and provided me with the support and guidance to move through these positions.

- Maths Teacher – The James Hornsby School