THE BASILDON ACADEMIES

Teacher of History/PSHRE

Recruitment Information for Candidates

Application Deadline – Friday 17th September 2021



Contents

Headteacher's welcome……......3

The Lower Academy……..4

The Upper Academy……..5

Job description, person specification and responsibilities……6-7

Application Procedure……8-9

Maps……..10



Dear Applicant

Thank you for expressing an interest in joining The Basildon Academies.

Student welfare, academic progress and achievement is at the heart of everything we do at our Academy.

Our Academy vision is to drive:

- Social Mobility - equality of opportunity for our young people to succeed
- Moral Purpose - resilient positive decision makers
- Cultural Capital - equity of opportunity and life experiences
- Spiritual Awareness - reflective citizens and active curious learners

The Academy offers students the unique opportunity to begin their learning journey at our Key Stage 3 Lower Academy, and complete it at our Key Stage 4 & 5 Upper Academy.

Our Key Stage specialist sites enable us to offer our students age appropriate curriculum choices, support, challenge and enrichment.

We recognise the power and impact that quality enrichment can have on young lives and minds. Our enrichment programme is an essential and valuable part of our school day. All students engage in an enrichment of their choice each day as part of their curriculum.

The age appropriate enrichment curriculum supports a 'Passion for Learning' in Key Stage 3, a 'Passion for Purpose' in Key Stage 4 and a 'Passion for Life' in Key Stage 5. Our enrichment curriculum builds student resilience, self-esteem, sense of belonging and love of learning. It provides equity of opportunity, stretch & challenge, employability skills and broad experiences supporting our student cultural capital and social mobility.

Our two academy model offers our Year 7 intake a guaranteed future place in our growing and thriving Sixth Form.

The Basildon Academies Sixth Form offers personalised curriculum pathways, tailored to individual needs and aspirations. Strong support networks alongside quality teaching ensure academic success and preparation for university or the workplace.

Yours sincerely



Mr G.Smith B.Ed (Hons), NPQH
Headteacher

The Basildon Academies are two state of the art Academies based in Essex, just 35 minutes from London and approximately 1 mile apart. We are unique in the way the academies are set up with The Lower Academy specialising in the teaching of our students aged 11-14 whilst the Upper Academy specialises in our 14-19 year old students.

The Lower Academy is focussed upon developing the whole child; our curriculum has been developed to enable our students to develop their knowledge, understanding and skills so that they will become lifelong learners. This includes opportunities for linguistic, mathematical, scientific, technical, human, social, physical and artistic learning so that students make progress in a wide range of subjects. The Lower Academy offers a supportive and nurturing environment to allow our students to find their adult feet as they become fully prepared for their transition to the Upper Academy.









The Upper Academy is focussed upon creating the best environment and conditions for all students to fully achieve their true potential, make at least expected progress and attain the very best grades they can in their final exams. The range of courses on offer allows students to become specialised in their favourite target areas and at the same time retain the very strong focus upon gaining good qualifications in maths, English and science at GCSE level.









Our strong Sixth Form is a major part of the Upper Academy with the structure modelling itself on developing independent learning skills like those seen in universities which allows students to continue their studies in their specialist subject areas. Students are very much encouraged to become mature adults being engaged in many aspects of the life of the academy which further develops those much needed skills to go on into university or the world of work.

Position: Teacher of History/PSHRE

Generic details:
A Teacher at The Basildon Academies is responsible for supporting achievement and attainment in their subject area on a day to day basis and complying with Teachers' Standards. Teachers help to formulate and put into effect the key policies and practices which ensure that the Academy's strategic aims are achieved.

The role involves:

- Developing teaching and learning practice to consistently demonstrate a minimum of consistently 'good' or better in lesson observations.
- Effective use data to monitor, track and evaluate class performance in line with departmental, Academy and national averages to affect appropriate and timely interventions.
- Where appropriate, managing resources.
- Developing and implementing an appropriate curriculum and assessment strategy which meets the needs of learners and enables students to progress and achieve.
- Liaising with members of your department and/or to ensure consistency of practice and the dissemination of best practice.
- Role modelling professional standards, and in particular the Teachers' Standards, team ethos and high levels of communications that leads to effective communication with all stakeholders.
- Working with senior and middle leaders to contribute to the development of Academy strategies, practices, reporting systems and monitoring processes.
- Promoting and ensuring the promotion of Equal Opportunities, Child Protection and Safeguarding as a fundamental aspect of all roles and practices in the academies.
- Championing the promotion of equality and diversity as a fundamental aspect of all practices in [at] the academies.
- Any other appropriate and reasonable responsibilities in keeping with the level of the post and the requirements of the organisation.
- Complying with safeguarding and child protection policies, copies of which will be given during induction.

The role assumes the post holder will play a key role in supporting the main school duties and meet, and role model, the standards and skills required for the following posts:

- Teacher level Classroom Teacher

Specific details:
The post holder will be based either at the Upper or Lower Academy. The post holder will be responsible for supporting the Head of Department/Faculty to ensure the success of their department in offering high quality education for all students.

Reports to:	this post is line managed by	The Head of Department/Faculty
Line Manages:	this post line manages	N/A

Responsibilities

Classroom Leadership	Leading academic achievement through classroom leadership which directly results in students making progress, achieving and attaining over time in line with national benchmarks. Supports the Head of Department and/or Faculty Leader by consistently demonstrating the ability to carry out and act upon and role model all key messages, so that structures and systems are consistent with or in line with the department aims. Delivers teaching and learning improvements within their subject that will impact on student outcomes. Collaborates with the Faculty Leader and/or Head of Department to contribute to departmental reviews. Actively demonstrates enthusiasm for subject and a willingness and ability to improve practice.
Curriculum Delivery	Supports the planning, development and coordination of a broad and balanced curriculum. Alerts the Head of Department/Faculty Leader in a timely manner to potential resourcing issues. Ensures that all learning plans and schemes of work are followed, developed and are fit for purpose for the beginning of each academic year.
Attainment and Outcomes	Ensures all students make appropriate progress and attainment and that all subject expectations are met as regards to use of assessment data (e.g. seating plans, marking, contribution to departmental tracking etc), teaching practice, professional standards and student outcomes.
Teaching and Learning practice	Consistently demonstrates good practice in lesson observations. Demonstrable evidence of the Teachers' Standards are present in daily practice. Assessment of student progress is rigorous and it is clear that the teacher knows the needs of their students and adapts lesson plan to meet them. Evidence of lesson planning, seating plans, student outcomes demonstrate improved practice over time. Develops practice through departmental structures as well as whole school and where necessary, external providers.
Use of data, assessment monitoring and tracking	Ensures appropriate and rigorous assessments take place in line with the assessment calendar and that these are used to inform adjustments to Learning Plans, the curriculum and relevant interventions. Regular monitoring and tracking of students minimises the risk of underachievement. As a result, all students are clear about what levels/grades they are given, what they mean and what they need to do to improve.
Behaviour and Attitudes	Supports the Head of Department and/or Faculty Leader to clearly set out the departmental expectations for presentation of student work, behaviour and interactions within the department in line with the Academy 'Behaviour and Attitude to Learning' policy. This is clearly visible in implementing consistent messages on behaviour and has high expectations for all.
Home School Communications and liaison with outside agencies	Responds appropriately to all parent queries and concerns and responds within a timely and appropriate manner. Liaises with outside agencies to further develop and improve the learning experience of students.
ICT Website and VLE	Engages in the use of new technologies to further support teaching and learning. Develops departmental use of these to support and further develop students' ability for independent learning.
SMSC	Ensures that SMSC is properly integrated into lesson plans.
Reporting	To support and contribute to the production of Departmental evaluations at the beginning of each academic year which analyses results and sets the strategic direction for the department for the following year featuring Academy priorities. To complete reports for a variety of audiences including Senior Leaders and the Governing Body.

All specific responsibilities of the post will be negotiated on appointment in line with the candidate's strengths and the priorities of The Academies.

Application Procedure

i. Read carefully all the information about this post

ii. If you have any questions, please telephone or email our Academy Support Manager Lisa Church on 01268498710 or email recruitment@basildonacademies.org.uk

iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained please.

iv. Send your completed application form by email (if downloaded from our website) or through the post to:

recruitment@basildonacademies.org.uk

Ms Lisa Church
Academy Support Manager
The Basildon Academies
Wickford Avenue
Pitsea, Basildon
Essex, SS13 3HL

Appointment Process

i. Suitable applications will be shortlisted for interview (as quickly as possible)

ii. If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. It is therefore important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

The Basildon Academies are committed to supporting colleagues with disabilities. If you have a disability, please give details of adjustments you require for the selection process or to do the job itself.

Pre-employment Checks

The Basildon Academies is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered "spent".

The successful applicant will also be required to:

• Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Headteacher. It is our usual policy to take up references BEFORE interviews where possible. Employment is conditional on these references being deemed satisfactory.

• Provide proof of all relevant qualifications.

• Provide proof of eligibility to work in the UK

• Complete a Medical Declaration and receive fitness to work.

Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

Recruitment monitoring information

The Basildon Academies are committed to ensuring that applicants are selected for appointment on the basis of their ability relevant to the job. Completion of the Recruitment monitoring information form is not compulsory but will help us to ensure that our policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. The information you provide will be used for monitoring and statistical data purposes only and will not be seen by the short listing panel.

The Basildon Academies are committed to safeguarding and promoting the welfare of children and expect their staff to share this commitment.



THE BASILDON ACADEMIES



