

Recruitment Information Pack



Countesthorpe
Academy

**LiFE Multi Academy Trust
and Countesthorpe Academy**

**Permanent Assistant Head of
Cultural Faculty
MPS/UPS + TLR2c
Full time
Required August 2024**



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Vision,

Values and Ethos





inspiration innovation integrity

LiFE Multi Academy Trust



Bringing Learning to LiFE

Vision: We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each school is seen as a leader of, and vital to its local community; each school is regarded as fundamental to the identity of its surrounding community.

Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress, and promoting and celebrating elite performance inside school and in the wider world
- Valuing the diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies.

Our Trust consists of

The LiFE Multi Academy Trust currently consists of Ashby School, Bosworth Academy, Braunstone Frith Primary Academy, Countesthorpe Academy, Desford Primary School, Dove Bank Primary School, Ibstock Community College, Ivanhoe College, Kingsway Primary School and The Winstanley School.



Countesthorpe Academy 11- 19 school educating KS3, KS4 & KS5

Vision: With everything we do, we aim for everyone in our school community to be the best they can be.

Values: We are all learners. We practise and embed our core values of showing respect, developing resilience and achieving success.

Ethos: We do this through:-

- Providing high quality learning opportunities
- Bring a research informed school
- Delivering real life/innovative curriculum
- Our high expectations
- Being aspirational for our community
- Recognising success
- Developing leadership

Our Offer to staff in the LiFE Multi Academy Trust and our schools

Professional Capital:

'We believe in getting the right people, getting them to work together and getting them to stay'

Strategy	Description
Putting your trust in our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual Performance Management, we encourage our staff to identify aspirational targets through our 'Personal Improvement Plan' (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> • providing employees with a safe, healthy and supportive environment in which to work • recognising that the health and wellbeing of our employees is important • providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to 'Mindful Employer' and the 'Charter for Employers who are Positive about Mental Health'.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.

Our Offer to staff in the LiFE Multi Academy Trust and our schools continued..

Presumed Professionalism

We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.

Development of Professional Capital and Excellence

As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We are proud of this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.

Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.

Examples of the many opportunities we encourage staff to take up externally include:

- The National Professional Qualification for Senior Leadership (NPQSL)
- The National Professional Qualification for Headship (NPQH)
- The National Professional Qualification for Middle Leadership (NPQML)
- The Outstanding Teacher Programme (OTP)
- Initial Teacher Training (ITT)

Pathways are available at apprenticeship level, ECT (Early career teachers), aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.

Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.

Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.

Great access to progression and leadership responsibility

Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.

Our Offer to staff in the LiFE Multi Academy Trust and our schools continued..

Collaboration across all schools	We are continually developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and flexible working policies	We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details. Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Programme	We offer early career teachers a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued ECT support	Where possible we try to ensure that ECTs and second year teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools



We can offer you:

- A chance to join a dynamic Multi Academy Trust
- A committed and dedicated team of qualified teachers
- A passion for learning by all members of our community
- 100% focus on improving outcomes for the students in our schools and across the Trust
- Strong support for your further professional development, including visiting other schools

We require you to:

- Be passionate about student's learning and development
- Be a great team player with a positive outlook
- Have high expectations of students learning and behaviour
- Be an excellent classroom practitioner with a strong record of achievement and success

In addition, we offer:

- Training & development opportunities
- On-site parking
- On-site catering facilities
- Staff wellbeing and flexible working
- Childcare and cycle to school vouchers
- Located in Leicestershire our schools have excellent transport links and road networks

The Application Process

Complete application should be returned to hr@clcc.college

or by post to

F.A.O. Mrs T Tassell,
PA
Countesthorpe Academy
Winchester Road
Countesthorpe
Leicestershire
LE8 5PR

An email will be sent to shortlisted candidates with details of the interview process and outline of the day.

LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.

Queries

If you have any queries on any aspect of the application or need additional information please contact Mrs T Tassell, PA 0116 2771555 who will be happy to help you. For questions regarding the role or a visit to our school please contact Mrs C Aitchison, Headteacher via email hr@clcc.college

Thank you, and we are really looking forward to hearing from you.

The Advert

Assistant Head of Cultural Faculty

Full Time
MPS/UPS + TLR2c

Applications from early career teachers would be welcome, a full induction programme is offered. Applications from existing practitioners seeking new challenges and development are also welcomed.

Required August 2024

Countesthorpe Academy is a popular and expanding 11-19 school, within the LiFE Multi-Academy Trust, which is increasingly the school of choice for parents in the area. We are seeking to appoint a committed and enthusiastic Assistant Head of Cultural Faculty whose specialism is either History or Geography, though we will consider applications from subjects across the faculty for the right person. The Cultural Faculty consists of History, Geography, RE, Health and Social Care, Sociology and Psychology. The successful candidate will have a real passion for their subject and the ability to translate this for the students in their care. You will have the desire to ensure that our core value of 'being the best you can be' is fulfilled.

We have high expectations of all our staff, which makes our faculty an exciting and progressive environment in which to work. The team is forward thinking and extremely supportive of each other, working collaboratively to secure high standards of teaching and learning. We are passionate in our goal of ensuring that our students get every opportunity to be the best they can possibly be.

Application forms and further details may be obtained from Mrs T Tassell (PA) at the address below or can be downloaded from www.clcc.college

The closing date for completed applications is 3pm Friday 10th May 2024 with interviews taking place soon after.

"The LiFE Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment"

Countesthorpe Academy, Winchester Road, Countesthorpe, Leicestershire LE8 5PR
Tel 0116 2771555, email hr@clcc.college

Countesthorpe Academy Executive Head Teacher Mr Gareth Williams
Countesthorpe Academy Headteacher: Mrs Catherine Aitcheson

Dear Applicant

Assistant Head of Faculty

Thank you for your interest in the above post.

We are seeking a graduate teacher to work at our LiFE Multi-Academy Trust who has energy and enthusiasm and enjoys working supportively with young people as both a subject teacher and a tutor to start August 2024. Teaching is a challenging job and the person appointed will need to be committed, creative, dynamic and willing to work hard to raise aspirations. We will need you to have stamina and a sense of humour. We wish to appoint a teacher who can successfully employ a range of teaching strategies to maximise the potential of our students at Key stage 3, 4 and Post 16 across the LiFE Multi-Academy Trust.

The successful applicant will join the leadership team of the Cultural Faculty at Countesthorpe Academy who have strong and committed teachers. We are seeking to appoint a committed and enthusiastic Assistant Head of Faculty whose specialism lies in either History or Geography, though we will consider applications from subjects across the faculty for the right person. The Cultural Faculty consists of History, Geography, RE, Health and Social Care, Sociology and Psychology. There will be a range of developmental opportunities to enhance professional skills. The Academy is a welcoming and friendly place to work. The post would suit someone aspiring to take on a leadership role or an existing middle leader seeking new challenges and further development opportunities.

The following information is included in this pack:

- Job Profile and Personnel Specification
- An application form can be downloaded from our website

If you are interested in applying for our post, please complete the following:-

- Application form
- Letter (of no more than two sides of A4), outlining what makes an outstanding lesson, how you would ensure all students fulfil their potential, as well as indicating how you might contribute to our team.

The Personnel Specification indicates the specific skills and qualities we are interested in and where we expect to make judgements of these in the selection process. A copy of our Child Protection Policy and Practices and our policy on Employment of Ex-offenders can be found on our website (Academy tab/Policies tab).

Your application should be sent to Mrs T Tassell, PA at the school, by 3pm on Friday 10th May 2024. With interviews taking place soon after.

We look forward to receiving your application.

Yours sincerely



Mrs Aitcheson, Headteacher

COUNTESTHORPE ACADEMY

Job Description

Title	Assistant Head of Faculty
Grade	TLR 2c
Job purpose	To support the leadership, management and development of the faculty. To take responsibility for leading and co-ordinating a number of key aspects of work within the faculty and for monitoring the quality of provision across these aspects of the faculty. Plus carrying out such other associated duties as are reasonably assigned by the Headteacher and Head of Faculty
Line Management Responsibilities	Specified subjects within the faculty
Duties and responsibilities specific to this grade	<p>Leadership and management</p> <ul style="list-style-type: none"> • Support and advise the Head of Faculty on implementation of agreed strategies and policies • Lead and co-ordinate the day to day responsibility for key aspects of the organisation of the wider faculty area • Support and manage the work of team members in relation to the designated key areas • Contribute to the planning and development of the faculty areas strategic plan in order to ensure high standards and continuous improvement • Seek to ensure the effective use of the team’s resources • Represent the faculty on cross academy initiatives in conjunction with the Head of Faculty <p>Teaching and Learning In conjunction with the Head of Faculty and Faculty Teaching and Learning Lead to:-</p> <ul style="list-style-type: none"> • Lead on key aspects of course development and delivery supporting other colleagues within the faculty to bring about change for improvement • Monitor and evaluate in conjunction with other colleagues, the implementation of courses within the faculty • Provide support and professional development to colleagues in the teaching of courses within the faculty • Ensure common approaches to assessment within the faculty • To monitor student progress within the faculty in conjunction with other colleagues

<p>Generic duties and responsibilities</p>	<ul style="list-style-type: none"> To work within the framework of national legislation, locally agreed policies and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with: <ol style="list-style-type: none"> School policies and guidelines on the curriculum and school organisation Common core of skills and knowledge for children’s workforce <p>These standard duties and responsibilities detailed within this job profile should be supplemented by:</p> <ul style="list-style-type: none"> Those accountabilities, roles and responsibilities common to all classroom teachers as set out within School Teachers Pay and Conditions document Specific contextual duties and responsibilities negotiated with the Head of Faculty
<p>Strategic Management</p>	<ul style="list-style-type: none"> Monitoring, review and evaluate the work of the faculty team to inform the further development of faculty. To contribute to the continued improvement of the academy. Additional identified responsibilities within the faculty are (number and nature of responsibilities to be negotiated depending on the nature (size) of tasks and expertise of individual staff
<p>Day to Day Management</p>	<ul style="list-style-type: none"> General oversight of the welfare of students in classes and around the academy specifically within the faculty. Routine management of areas of responsibility Implementation of all academy policies and routines including duties etc in the faculty
<p>Teaching role</p>	<ul style="list-style-type: none"> As generic classroom teacher/tutor profile and in Teachers Pay and Conditions document

Examples of the types of responsibilities and activities associated with the specific duties of this post. This is not exhaustive and will be subject to changing emphasis and review.

<p>Contributing to the development of the faculty improvement plan.</p>	<p>Contributing to the monitoring of the faculty improvement plan.</p>
<p>Briefing Head of Faculty</p>	<p>Contributing to curriculum tracking through classroom observation and monitoring student work.</p>
<p>Contributing to promoting achievement of both staff and students in the faculty</p>	<p>Analysing exam results and other student achievement with Head of Faculty</p>
<p>Contributing to the implementation of Academy policies in relation to: special needs and equal opportunities, child protection,</p>	<p>Contributing to curriculum development work with the faculty to meet the needs of all</p>

student welfare and behaviour, health and safety etc	abilities to include vocational applications and courses where appropriate.
Contribute to line management of staff in the faculty.	Contributing to monitoring student behaviour and attendance issues in your faculty
Contributing to the Performance Management process within the faculty and staff development.	Contributing to monitoring of quality of curriculum areas within the faculty.
Maintain high staff profile in the faculty .	Contribute to implementation of cross curricular skills and themes eg ICT, literacy and numeracy .
Significant contribution to leadership and management of the faculty specific areas to be negotiated but could include: <ul style="list-style-type: none"> • Health & Safety • The environment • Curriculum Development • Cross curriculum themes • Cross phase continuity • Raising achievement • Monitoring and assessment (this list may alter)	Co-ordination of departments within the faculty to focus on:- <ul style="list-style-type: none"> • Course development and schemes of work • Monitoring Teaching and Learning and student progress • Staff support and development • Managing a budget • Transfer Key stage 3/4/5
Liaising with colleagues in other schools when appropriate	

Others to be determined in negotiation with line manager as part of review of post

	Essential	Desirable
Qualifications	Qualified Teacher	Degree in a relevant area Evidence of post-qualification development Experience of working in a Specialist School
Experience	At least 3 years teaching experience	Experience of working with young people in the 11 to 19 age range.
Curriculum	Understanding of current curriculum issues Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school Understanding of the importance of ICT to aid monitoring of student progress across the curriculum Understanding of the range of teaching strategies appropriate to the curriculum area	Evidence of clear ideas about how the curriculum could develop to meet the need of all abilities Evidence of ability to advise staff on curricular issues and student progress Evidence of the use of technology skills in monitoring student progress
Leadership and Management	Understanding of the importance of team leadership in a Faculty Knowledge of effective team and budget management Ability to be a part of the Academy's extended leadership team Understanding of collective responsibility and accountability Ability to communicate effectively with staff, students, parents and governors Ability to work with colleagues in the MAT	Evidence of effective team leadership and management Evidence of being an effective member of a team Evidence of successfully leading a curriculum initiative Evidence of contributing to a significant curriculum change Evidence of leading staff development opportunities Evidence of effective collaboration with colleagues in other phases
Students	Understanding of the importance of supportive student/teacher relationships Understanding of the range of factors which affect students' progress Ability to communicate effectively with young people Ability to deal with student behaviour issues Ability to analyse data on student progress and work with staff and students on the use of data for target setting	Evidence of effective relationships with young people Examples of a variety of strategies used with students to promote achievement and positive behaviour Evidence of the use of data analysis to promote achievement Evidence of supportive/developmental work with staff to improve behaviour management skills
Parents and the Community	Understanding the importance of the partnership between Parents and Countesthorpe and the LIFE Multi Academy Trust	Evidence of involvement with Community groups and/or Parents

	Understanding of the Philosophy of Countesthorpe Academy and its wider community	
Personal Qualities	<p>Ability to develop good relationships</p> <p>Good communication skills</p> <p>High level of commitment to the Academy</p> <p>Ability to promote Countesthorpe Academy in our local and national community</p> <p>Ability to work in a team, be self-organising and to meet deadlines</p> <p>Ability to work under pressure</p> <p>Record of good attendance</p>	<p>Evidence of good working relations with a range of people</p> <p>Evidence of a willingness to work hard</p> <p>Be able to demonstrate that she/he has successfully worked as part of a team and be able to meet deadlines and achieve targets</p>

