



**DUKE'S**  
ALDRIDGE ACADEMY

# APPLICATION PACK

<b>POST OF</b>	Teacher of R.E
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<b>DETAILS ABOUT THE POST</b>	
<b>GRADE</b>	Inner London Pay Scale – Dependant on experience
<b>TYPE OF POST</b>	Permanent
<b>START DATE</b>	1 <sup>st</sup> September 2022
<b>REASON FOR VACANCY</b>	Vacancy

<b>INFORMATION PROCESS</b>	
<b>CLOSING DATE</b>	7 <sup>th</sup> March 2022
<b>INTERVIEW DATE</b>	Week commencing 21 <sup>st</sup> March 2022
<b>INTERVIEW PANEL</b>	Principal, Director of Humanities Faculty and HR Advisor

<b>EMPLOYMENT CHECKS REQUIRED</b>	
<ul style="list-style-type: none"><li>• Completed application form</li><li>• Employment history including explanation of any gaps</li><li>• Proof of academic and professional qualifications</li><li>• Receipt of two professional references</li><li>• Enhanced DBS. Overseas criminal records check (if appropriate)</li><li>• Prohibition from teaching check</li><li>• Right to work in the UK</li><li>• Health check</li></ul>	

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**DUKE'S**  
ALDRIDGE ACADEMY

February 2022

Dear Applicant,

**RE: Teacher of Religious Education**

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find enclosed an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Sonia East – Executive Assistant to the Principal on 020 8275 4803 or [recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (English, Media and Art). The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of academies. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy (formerly Northumberland Park Community School) was judged as 'good' in its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academies whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.

Trulock Rd, London N17 0PG | Headteacher: Ms M Duncan M.Ed | T: 0208 801 0091 | F: 0208 801 9022 | E: [admin@dukesacademy.org.uk](mailto:admin@dukesacademy.org.uk) | [www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)



When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, moral is high and there is strong recognition that all play an important role to enable our academy to succeed.

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,



Monica Duncan  
**Principal**

**Additional information about our academy can be found on the academy's  
website: [www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)**

## Our Mission

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Inspire to Excel

## Our Vision

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Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

## Our Values

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We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

### **We value:**

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

# SAFEGUARDING STRATEGY STATEMENT

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Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:

1. Adridge Education Trust Safeguarding Policy
2. Duke's Aldridge Academy Procedures
3. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, IT and academy security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

**September 2019**

# Inspection of a good school: Duke's Aldridge

Trulock Road, Tottenham, London N17 0PG

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Inspection dates:

5–6 November 2019

## **Outcome**

Duke's Aldridge Academy continues to be a good school.

## **What is it like to attend this school?**

Pupils, parents and carers, staff and governors work together to provide a safe and nurturing environment in the school. Everyone is 'inspired to excel'. Pupils are proud of their school. They like coming to school and appreciate the support and encouragement they receive.

Pupils behave well in lessons because teachers plan interesting activities and provide individual support. Teachers constantly check pupils' understanding, which helps keep pupils focused. Pupils told me that 'teachers encourage you to learn and want you to learn'. Pupils achieve particularly well in English, mathematics, science, modern foreign languages and humanities, which make up the EBacc qualification.

The headteacher and her committed staff have high expectations that pupils will succeed in every area of their lives, as well as academically. An example of this is the help given to pupils who join after the start of the school year, often with little knowledge of English. The school ensures that all pupils leave with qualifications in English and mathematics.

Pupils said that they feel safe at school and on their journeys to and from school. Pupils value staff supervision outside school at the end of the day. Pupils state that bullying is not a problem at school. If it did occur, they know who to talk to and said that it would be dealt with quickly.

## **What does the school do well and what does it need to do better?**

Leaders ensure that there are well-designed plans for how each subject should be taught. Pupils are motivated to learn because teachers challenge and support them. Teachers use resources and thoughtful questioning to help pupils understand new ideas. Pupils stated that during lessons 'everyone was willing to learn'. Pupils' behaviour rarely disrupts learning.

Subject plans ensure that pupils know more and remember more. The plans show how pupils can apply their knowledge to different situations. For example, Year 11 pupils told us how the science experiments they had carried out in Year 10 helped them with this term's work. In a few subjects, such as English, leaders' plans are not carried out as successfully. Leaders have organised appropriate training and support to make the necessary improvements.

Leaders have not ensured that pupils have access to the full range of national curriculum subjects during Years 7 to 9. Leaders have recently reviewed this. They are putting plans in place so that all pupils study a broad range of subjects for as long as possible. A small proportion of pupils gain qualifications in the full range of EBacc subjects. However, the number of pupils studying humanities subjects and a modern foreign language in Years 9 and 10 is increasing.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND follow the school's usual curriculum. Leaders identify pupils' needs accurately and check on their achievement. This means that pupils receive appropriate and timely support. Teachers receive the right information and training to help pupils with SEND to succeed.

Leaders and staff provide many opportunities for pupils to develop their character. Pupils told us about the valuable support they receive. For example, Year 7 pupils enjoy working with mentors discussing the move from primary to secondary school. Year 10 pupils told us how their work experience helped them to be more confident and ambitious. They said that it gave them the courage to seek further employment. Pupils explained how they add to the wall in 'purple lane'. This is a space which hosts events that support the many diverse aspects of life, such as LGBT. The wall displays the results of pupils' reflections and their inclusive attitudes.

Pupils' attendance is currently below the national average. Leaders support pupils to improve their attendance. They do this by involving pupils in programmes such as 'hit my target', by tracking attendance and asking for support from other agencies.

We noticed how respectful staff and pupils are towards each other. Pupils said that everyone was friendly and that during breaktimes the playground was 'tension-free'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils, staff, parents and governors all agree that the school is a safe place to be. Staff are well trained and are aware of current safeguarding rules and regulations. Staff and pupils know how to report concerns. Leaders act straightaway to keep pupils safe.

Staff work with families when their children's attendance is low. They work with the local authority and other organisations to keep pupils safe.



Pupils are taught how to keep themselves safe online and out and about. For example, Year 7 watched a theatre presentation on road safety. Pupils told us it was a useful reminder about the dangers of using mobile phones as they cross roads.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupils do not achieve as well in a few subjects as they do in most. Leaders should continue their work to ensure that their plans for how subjects, such as English, should be taught are put into practice.
- Leaders should act on the findings of their curriculum review for key stage 3, so that pupils study a broad range of subjects for as long as possible.
- Some pupils need to attend school more regularly. Leaders need to continue their focus on reducing persistent absence and on increasing attendance. The newly introduced attendance monitoring system will support the work of leaders in this area.
- The school's curriculum is not sufficiently broad in Years 7 to 9. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and the training staff are receiving that they are in the process of bringing this about.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Northumberland Park Community School, to be good on 18–19 January 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144900
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10124650
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1019
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Malcom Weston
<b>Principal</b>	Monica Duncan
<b>Website</b>	<a href="http://www.dukesacademy.org.uk">www.dukesacademy.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Northumberland Park Community School converted to become an academy school on 1 September 2017. When its predecessor school, Northumberland Park Community School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently send any of its pupils to alternative provision.

## Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. Inspectors held meetings with the headteacher, senior and subject leaders, the chief executive officer of the multi-academy trust, and governors.
- On the first day of the inspection, we did deep dives in these subjects: English, science, mathematics, geography and history. In each subject, we met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- We considered the views of staff from two meetings with groups of staff and feedback from the Ofsted staff questionnaire.

- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff and two external review reports.
- Inspectors considered the views of 48 parents who responded to the Ofsted parental questionnaire.

### **Inspection team**

Hayley Follett, lead inspector

Ofsted Inspector

Ian Morris

Ofsted Inspector



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**JOB DESCRIPTION: R.E TEACHER**

<b>Post Title:</b>	Teacher of R.E
<b>Location:</b>	Duke's Aldridge Academy
<b>Purpose:</b>	<p><b>OVERALL OBJECTIVES FOR THE POST:</b></p> <ul style="list-style-type: none"> <li>• To perform the functions of a school teacher as set out in the School Teachers' Pay and Conditions Document (STPCD) and in line with the Teachers' Standards</li> <li>• To meet the Professional Standards for Teachers', Core and Threshold, as applicable to the postholder</li> </ul>
<b>Reporting to:</b>	Director of Humanities Faculty
<b>Liaising with:</b>	SLT, subject teachers and pastoral teams
<b>Working time:</b>	195 days (Full time)
<b>Salary:</b>	MPS/UPS
<b>Responsibilities:</b>	<p><b>Learning, teaching, assessment and progress</b></p> <ul style="list-style-type: none"> <li>• Plan and deliver high quality, appropriately resourced lessons to meet the needs of all learners</li> <li>• Reflect on lessons to continually improve own practice</li> <li>• Have high expectations for the quality of work and provide good quality feedback to students to support their learning in line with academy policy</li> <li>• Work with the support team to ensure effective teaching of SEND and disadvantaged students, reviewing and reporting on their progress</li> <li>• Set high expectations for engagement, learning and behaviour in line with academy and department policy</li> <li>• Monitor and review schemes of learning for all groups taught</li> <li>• Carry out regular and appropriately benchmarked assessment activities with all students and report these in line with academy tracking systems</li> <li>• Maintain accurate and up to date attainment data for all assigned students</li> <li>• Ensure appropriate steps are taken when students are showing signs of underperforming and not reaching their target</li> <li>• Prepare students for external examinations</li> <li>• To teach across all key stages</li> <li>• Contribute ideas for continuing development and improvement of the department</li> </ul>

	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• Ensure that own teaching spaces used are a model of best practice and reflect best practice at all times</li> <li>• Use new technologies to engage and stimulate learning</li> <li>• Take responsibility for creating a pleasurable and stimulating learning environment for students to work in with thoughtful display and management of resources in the classroom</li> <li>• To be accountable for students' performance, attendance and behaviour in line with academy procedures</li> <li>• Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate</li> <li>• Undertake all the duties associated with the role of a teacher as set out in the STPCD</li> <li>• To model the highest expectations and work to meet the criteria as outlined in the Teacher's Standards</li> </ul> <p><b>Upper Pay Range Expectations:</b> A teacher on the Upper Pay Spine is expected to demonstrate sustained and substantial contribution to the academy. In addition, teachers on UPS2 and particularly those on UPS3 must take a lead on a whole academy initiative and take an active role in developing others. Criteria for UPS are published annually in the School Teachers' Pay and Conditions Document and in the School's Pay Policy.</p>
<p><b>Other Duties</b></p>	<p><b>Form Tutor Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for day to day discipline, routines and attendance in the tutor group</li> <li>• Review and discuss students' work and welfare, setting targets as necessary</li> <li>• Promote good behaviour and positive attitudes at all times</li> <li>• Support tutor, year, house and academy activities/assemblies/events as appropriate</li> </ul>
<p><b>Monitoring, Evaluation and Assessment</b></p>	<ul style="list-style-type: none"> <li>• To monitor the effectiveness of teaching and learning within the subject area, through regular lesson observations, learning walks, work scrutiny and other data collection methods.</li> <li>• To regularly review the progress and attainment of all students, groups and subgroups with team members and plan, implement and oversee support and interventions.</li> <li>• To produce reports as required on student progress and attainment</li> <li>• To lead appraisal and monitor the effectiveness and impact of appraisal arrangements across the department and respond as appropriate.</li> <li>• To liaise with all appropriate personnel regarding support for students not making the required progress, including SENDCo, Senior Leader line manager, other members of the Senior Leadership Team as appropriate and parents/carers.</li> </ul>

**EQUAL OPPORTUNITIES:**

Demonstrate and share in the academy's commitment to equality and inclusivity.

**SAFEGUARDING:**

It is the post holder's responsibility to promote and safeguard the welfare of children and young people with whom he/she comes into contact and to adhere to and ensure compliance with the Academy's Safeguarding and Child Protection Policy Statement at all times.

If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safeguarding or welfare of children in the academy she/he must report any concerns to her/his Line Manager or the Academy's Designated Safeguarding Lead (DSL).

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Disclosure level - Enhanced DBS

**HEALTH AND SAFETY:**

Be aware of the responsibility for Personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. Cooperate with the employer on all issues to do with Health, Safety and Welfare and fully comply with the Health and Safety Policy of the academy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from a manager to undertake work commensurate with its level of responsibility that is not specified in this job description.

**Development and Review of Job Description:**

Reviewers: Principal, HR.

This job description may be amended at any time following discussion between the Principal and post holder.



## PERSON SPECIFICATION

	Essential	Desirable
<b>Qualification</b>		
Qualified teacher status	✓	
Appropriate Degree	✓	
Commitment to personal/professional development	✓	
Evidence of continuing professional development		✓
<b>Experience</b>		
Experience of teaching KS3 and KS4 students	✓	
<b>Knowledge and Understanding</b>	✓	
Secure knowledge and understanding of the concepts and skills in specialist subject	✓	
Ability to employ a range of effective teaching, learning styles and assessment methods	✓	
Strong command of subject area	✓	
<b>Teaching and Learning</b>		
Ability to raise achievement for all	✓	
Committed to ensuring excellent standards of behaviour at all times	✓	
Good communication skills	✓	
Committed to the role of form tutor for a group of students and the benefits of pastoral care	✓	
<b>Skills and Attributes</b>		
Ability to establish good working relationships with students, parents and staff	✓	
Good communication skills	✓	
Enthusiasm and good sense of humour	✓	
<b>Child Protection</b>		
Commitment to form and maintain appropriate relationships and personal boundaries with young people	✓	
Commitment to safeguarding and promoting the welfare of young people	✓	
Understanding of how best to promote the health, safety and well-being of young people	✓	
<b>Personal Qualities</b>		
High expectations of students	✓	
Highly motivated and able to motivate and inspire students	✓	
Enthusiastic and committed	✓	
A passion for teaching	✓	
Excellent interpersonal skills	✓	
Ability to be reflective and self-critical	✓	
Willingness to take on other roles and responsibilities within the department		✓



**HUMANITIES FACULTY**

# HUMANITIES

**Ms N Tuptuk**  
**Director of Humanities**

## **OVERVIEW**

The Humanities curriculum teaches students: History, Geography, Religious Studies, and Personal Social Health and Economic education (PSHEe) at Key Stage 3.

At Key Stage 4 students are able to choose from: History, Geography and Sociology. PSHEe and RE are studied by all students at KS4. RE is a full GCSE or Entry Level and is compulsory.

Our aim is to enable students to understand the increasingly complex world we live in and to encourage them to ask questions about their role in it. We want students to understand the past so they can understand the world in its present context. We want them to be informed on environmental issues and local issues that will affect them and we want them to have respect for all the groups in society that they will encounter throughout their lives both inside school and in the wider community.

**“I like Humanities because I enjoy learning about the world and the way things used to be in the past”.**

- Year 7 student



# CURRICULUM

## Key Stage 3:

**History** - At Duke's Aldridge Academy we use historical enquiries in order to frame students' understanding of the past. Over each half term students enquire into a historical 'big question', and gather evidence in order to address this question by the end of the unit. Our KS3 curriculum is designed to ensure core historical concepts are taught, such as continuity and change, cause and consequence, similarity, difference and significance. By the end of KS3 students should have a solid chronological understanding of British History, whilst also enquiring into elements of world history too. From the Battle of Hastings to the Tudors, from the Transatlantic slave trade through to the Second World War, we pride ourselves on a History curriculum which is relevant, engaging and challenging.

**Geography** - students will begin their geographical journey by looking at Fantastic Landscapes across the globe, then delve deep into the Earth's core and study volcanoes and earthquakes in the topic Terrifying Tectonics. The explosion of people on the planet and the impacts this has created will be covered in Crazy Cities and Population Boom! Finally students will investigate the Weather and our Changing Climate.

In year 8 students will develop as active global citizens and will be able to participate and contribute in debates in their topics based on key global issues. Students will study the sustainability of tourism, the growth of megacities, the impact of the fashion industry, the future of our food and water supplies and ask 'Should we be protecting our coastlines?'

## Religious Education (RE):

Year 7: Christianity and Islam

Year 8: Toleration and Diversity, Humanism, and Moral Questions

We have a link with a local church to take students on educational visits. The focus is what does a church look like inside, and what religious artefacts can be found in a church. We also look at British Values in Year 8, and the importance of Britain as a multi-faith and multi-ethnic society.

The aim of Personal, Social, Health and Economic education (PSHEe) is for students to reflect on themselves and their lifestyles. We want our students to be healthy, safe, responsible and fulfilled learners. Year 7s start with transition circle time, they then go on to learn about SRE and finally drugs education. Year 8 study Careers: The Real Game, SRE and finally drugs education.

## Key Stage 4

Students are given the chance to pick the subjects that they wish to study. The Humanities faculty offers a range of courses including compulsory GCSE RE.

**Sociology** offers students the chance to analyse the society that we live in today. Students will look at sociological methods of research and evaluate their usefulness. Topics students will study are: Family (Paper 1) and Social Stratification and Crime and Deviance (Paper 2). The department will be following the new AQA GCSE Specification.

**History** follows the AQA GCSE specification. Assessments for this are two exam papers sat at the end of year 11. Students take 4 topics. Understanding the Modern World allows students to look at what has created the wider world. Students study the history of America between 1920 and 1973 and the Conflict and Tension between the East and West 1945- 72. The students also study Shaping the Nation, which focuses on the history of Britain. For this students will study the thematic unit Power and the People, exploring how the relationship between rulers and the ruled have changed over time. Students will also look in-depth at one of Britain's greatest monarchs, in the unit on Elizabethan England 1568-1603.

**Geography** students will study a range of human and physical topics ranging from local to global scales from the AQA specification. Topics include; The Living World, Physical Landscapes of the UK, The Challenges of Natural Hazards, Urban Issues and Challenges, The Changing Economic World, The Challenges of Resource Management. Students will also collect data on their human and physical fieldtrips.

**RE** is taught to the whole year group, starting in Year 9 and finishing in Year 11. At the end of Year 11, students will sit two papers: one on Christianity and one on Islam. The units of study are:

Christianity: Religion and Ethics: Belief in God, Living the religious life, Marriage and Family, Matters of life and Death

Islam: Religion peace and conflict: Belief in Allah, Living the religious life, Peace and conflict, Crime and Punishment

## HOMEWORK

At KS3 homework is set once a week in Geography, History and RE. PSHEe homework is set once a fortnight Homework is set once a week in GCSE subjects.

## ASSESSMENTS

Students are assessed through end of topic tests and end of year exams. This identifies strengths in their work, improvements that could be made and targets.

At KS4 GCSE tasks will receive a GCSE grade each term. Targets will be set for students so that they can achieve above their Minimum Target Level.



# TEACHERS' STANDARDS

## PREAMBLE

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 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:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 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).

### 5 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.

### 6 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.

### 7 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.

### 8 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
  - 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.

# HOW TO APPLY / PROCESS OF SELECTION

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If after reading the details you would like to apply for this post, please:

1. Complete the application form in full online via the Trust's People HR Applicant Tracking System [Apply here](#)
2. DBS declaration **must** be completed and returned
3. Interviews are planned for: **Week commencing 21<sup>st</sup> March 2022**

Your application forms should be completed via the People HR System. If this is not possible please send completed forms to:

**Miss E Sode** – HR Advisor  
Duke's Aldridge Academy  
Trulock Road, Tottenham  
London, N17 OPG

**OR**

[recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

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## **Completing the application**

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

## **References**

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

## **Safeguarding children**

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

## **Feedback**

Please note that we do not confirm receipt of applications.

## **Selection process**

Candidates who are shortlisted will be contact and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

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We look forward to receiving your application.