

Ambition · Bravery · Respect



Northern Ambition Academies Trust

Lead Practitioner - English

Recruitment Pack



Northern Ambition
Academies Trust

Ambition · Bravery · Respect

northernambition.org.uk



Welcome to Northern Ambition Academies Trust

It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.



We hope to build on our success to further grow our family of schools as well as to develop the opportunities on offer for our pupils and our staff. For further information, please visit our website or get in touch.

Liz Fairhurst
CEO

northernambition.org.uk

01977 664555

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Vision & Values

Our Vision

*At Northern Ambition Academies Trust,
our vision is to create a world in which all young
people can flourish, dream and succeed.*



Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

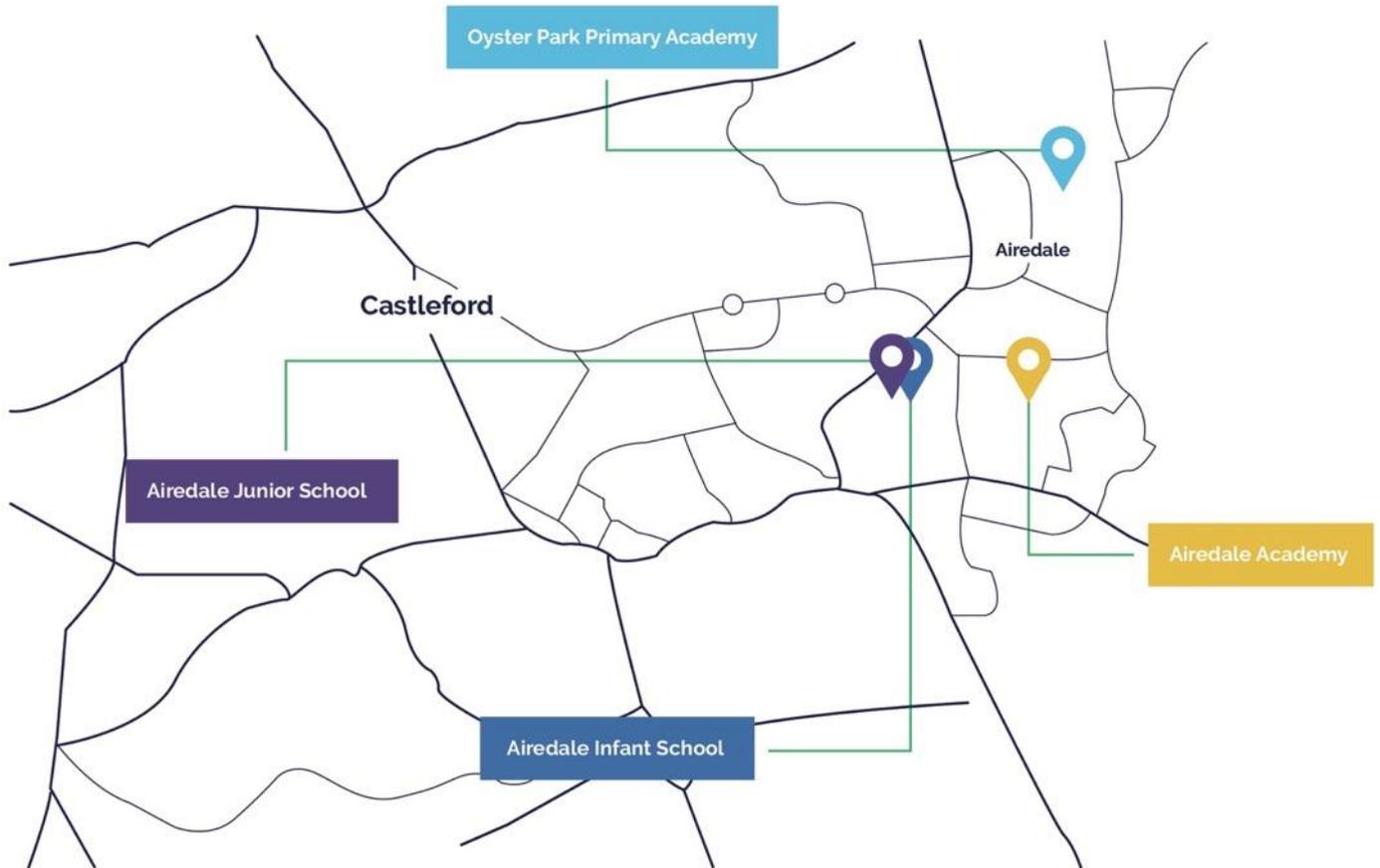
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Our Academies





Ages 11-18
Principal: Miss L Proctor



Ages 3-7 years
Headteacher: Miss K Robinson



Ages 7-11 years
Headteacher: Miss K Robinson



Ages 3-11 years
Headteacher: Mrs J Chapman-Kemp



Lead Practitioner - English

Purpose Of The Post

- To be an expert practitioner of English, with Lead Practitioner accreditation or to be working towards Lead Practitioner accreditation.
- To be a model of excellent practice in English, maintaining a clear focus on the outstanding delivery of English.
- To support other colleagues to improve their own teaching, through an open-door approach.
- To support the development and implementation of Teaching & Learning initiatives and strategies in English and across the school, which raise the teaching practice of all members of staff and therefore raise student standards and progress.
- To support the development of ECTs and non-subject specialists within English.
- To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement, especially within English.
- To design, implement and lead initiatives within English that lead to improved outcomes and engagement for all groups of students.
- To undertake research into practice in other schools and to disseminate this.
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- To support the development of high quality teaching materials and schemes of learning.
- To use local and National statistical data and other information, in order to provide a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning.
- To support underperforming teachers to enable them to improve their practice.
- To take a lead role, as and when appropriate in the whole school teaching

Responsible For

Quality of provision, teaching, learning, curriculum, assessment and progress at Airedale Academy and across the Trust- especially in relation to improving outcomes in English.

Liaising with

Principal, senior leaders, teaching/support staff, local authority representatives, external agencies and parents/carers.

Accountibilities

To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the

Main (Core) Duties

Strategic Direction & Development

- Ensure the Quality of Teaching and Learning in English and as/when required across the school and Trust in liaison with the Vice Principal Curriculum: Intent; Implementation & Impact through coaching and mentoring of staff.
- Ensure the successful implementation of bespoke interventions within English.
- Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement.
- Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Principal, Senior Leadership Team and Heads of Faculty on progress and plans.
- Use local and national data and other information in order to provide a comparative baseline for evaluating learners' progress and attainment; a means of judging the

Teaching and Learning

- Ensure the Trust's Standards of Teaching & Learning across the school is in liaison with the Vice Principal Curriculum through coaching and mentoring of staff- especially in relation to ECTs and non-subject specialists.
- Secure and sustain effective teaching of subjects through structured mentoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Principal and Senior Leadership Team as necessary.
- To teach a timetable within specialism appropriate to the demands of the role and the needs of the school.

Leading, Motivating & Development

- Have teaching skills which lead to excellent results and outcomes.
- Demonstrate excellent innovative pedagogical practice, and deliver demonstration lessons.
- Carry out subject/quality assurance activities e.g. classroom observations.
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction).
- Disseminate materials and advise on practice, research and CPD provision.
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluation and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes..

Professional

- To take part in the Trust's staff development programme by participating in arrangements for further training and professional development.
- To undertake the Lead Practitioner accreditation, if not already accredited as an LP in 2022-2023.
- To be prepared to undertake an NPQ in Leading Teacher Development in 2023-2024.
- To continue personal development in relevant areas including subject knowledge teaching methods & ECT development.
- To undertake exam board training and to consider being an EDUQAS examiner.
- To engage actively in the Performance Management process.
- To be an outstanding classroom practitioner.
- To have a proven ability to raise standards in classrooms other than their own.
- Experience of leading teaching and learning initiatives beyond their own classroom.
- Excellent understanding of the components which comprise outstanding teaching and learning.
- Experience of giving effective feedback to colleague about personal performance.
- Experience of coaching and mentoring colleagues.
- Experience of conducting lesson observation.

Quality Assurance

- To help to implement Academy & Trust's quality assurance procedures and to adhere to these.
- To contribute to the process of monitoring and evaluation of the school in line with agreed procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

- To communicate effectively with the parents/carers of students as appropriate.
- To communicate effectively with teaching staff in relation to classroom feedback and CPD.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy & Trust.
- To follow agreed policies for communications

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.

Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To contribute to the extra-curricular programme of the Faculty.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.



Person Specification

Lead Practitioner - English

Essential Criteria

Qualifications

- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as an outstanding teacher over a prolonged period
- Completed or working towards an NPQ in Leading Teaching and/or Leading Teacher Development

Professional Development

- Evidence of a commitment to own professional development

Knowledge

- Deep knowledge of the Early Career Framework
- Use of assessment and attainment information to improve practice and raise standards
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of Teaching and Learning Strategies to enhance teaching and learning
- Use of the intervention strategies to address identified issues for development
- Awareness of the latest developments and initiatives in education

Skills & Experience

- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring learner progress to raise attainment
- Evidence of high achievement in teaching across Key Stages
- Currently, or previously, leading a key responsibility/development within a team
- Working effectively as an ITT/NQT/ECT subject mentor
- Experience of using the Early Career Framework to shape CPD
- Experience of contribution to the personal development/mentoring of colleagues
- Effective use of Assessment for Learning to engage learners as partners in their learning
- Ability to establish curriculum development, assessment, coordination and coaching
- Ability to plan and resource effective interventions to meet curricular objectives
- Development of partnerships with other schools, business and the community

Working for Northern Ambition Academies Trust

Early Career Teachers (ECTs)

ECTs working within NAAT benefit from a full, two-year induction programme which is quality assured by Selby & Wakefield Teaching School Hub.

Through this programme, each ECT will:

- Be provided with the necessary tasks, experience and support to enable them to demonstrate satisfactory performance.
- Receive support from an appointed Induction Tutor and Induction Mentor.
- Have a reduced timetable to allow them to undertake induction activities.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers in similar posts.
- Not be presented with demands outside of their remit.

Development Opportunities

At Northern Ambition Academies Trust, we live our values - including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees

and doctorates that generate new ideas and evidence-based research which we can use to improve our organisation.

We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Data Analyst Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- The opportunity to work collaboratively within a vibrant, supportive family of schools.
- Use of School IP to assist with CPD and the development of all staff.
- Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).
- Annual appraisals.
- National College membership.
- The Key membership.
- Recognition including Random Acts of Kindness and Staff Awards.
- Access to fitness facilities at Airedale Academy including a gym.
- Discounted Microsoft products.
- Annual flu jabs.

Ethical Leadership

NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

Framework for Ethical Leadership in Education

Selflessness

School and college leaders should act solely in the interest of children and young people.

Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty

School and college leaders should be truthful.



Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

Trust: Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

Wisdom: Leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

Kindness: Leaders demonstrate respect,

generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

Justice: Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

Service: Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

Courage: Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

Optimism: Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better. be truthful.

Curriculum

Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English and the English Baccalaureate (EBacc).

Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

EBacc Hub

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

Who's Who?

Executive Team

CEO

Liz Fairhurst

Director of Finance and Operations

Anastasia Byard

School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

Head of Human Resources

Nikky York

Trust Executive Assistant

Isabelle Parkinson

Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

Board of Trustees

Chair

Rob Hall

Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

Recruitment Process

1

Advert posted with job description and person specification.

2

Candidates invited to look around if desired.

3

Shortlisting process.

4

Candidates invited to interview, and references requested.

Interview days may include a task or teaching example depending on the role.

5

Offer made to successful candidate(s).

6

Pre-employment checks completed.

7

Start date and induction period.



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