

English Teacher with Whole School Literacy Lead

Candidate Information Pack



Benfield School, Benfield Road, Newcastle-upon-Tyne, NE6 4NUT
Point of contact for application queries: Lilian Reeson, PA to the Principal on 0191 2284097
Email: Lilian.Reeson@benfield.newcastle.sch.uk

Message from the Principal

“Thank you for your interest in finding out more about the role of Lead Teacher Literacy with Newcastle East mixed multi Academy Trust (NEAT) at Benfield School.

I’m passionate about the difference we can make in our community through the continuous hard work of our staff and their determination to raise aspirations. This new role is key to the development of a whole school, aspirational curriculum that meets the needs of all of our learners.

We would welcome any questions that you have about working here at Benfield and please don’t hesitate to call Louise Reay, Assistant Headteacher, on 0191 2284097. If this feels the right role and organisation for you, we look forward to receiving your application and exploring how we can make a difference together. Details of how to register your interest are included in the advert within this pack.”



Richard Carr, Principal

Message from NEAT CEO

“Our primary aim at Benfield School and as a multi academy trust is to make a positive difference to the community in which we serve. We always aim to engage all stakeholders and our pupils, parents, local community and partner organisations were key in shaping our whole trust strategic plan.

We believe we can make a greater difference by being together. We have a strong foundation of collaborative working and a wide range of expertise at all levels of the organisation on which to draw. One of our schools has recently been named one of 10 new designated Research Schools. As a Trust, the opportunities that will be provided through the Research School Network for partnership working and innovative, evidence-based research will be key to realising our common purpose as a multi academy trust to Nurture, Educate, Achieve and Transform within NEAT schools and across the North East region.

I was appointed as CEO from a headship role within the trust and am confident that this role offers the right person their first step on a long-term career path with NEAT as the scope of our activities develops and our trust grows.”

Debi Bailey, Chief Executive Officer

About Benfield School

School context

Benfield school is an inner city secondary in the East End of Newcastle. We are a growing school and with 845 pupils on roll, we admitted slightly over our published admission number this September in Year 7.

We are very proud to serve an area of socioeconomic disadvantage. We are a nurturing school and value the happiness and wellbeing of all of our students. Each student has a care support team of Form Tutor and Year Leader to whom they can turn at any time. We invest in our pastoral teams who have the skills to provide additional help.



Key Stage 4 results for this year demonstrate gains in terms of the % of our pupils that are achieving threshold in both English and Maths. This role will be a key appointment and rewarding opportunity to build on this success. With a new Principal for September 2018, our Senior Leadership Team work closely with our Local Governing Committee who are focused and committed to Benfield's journey.

2019 Key Stage 4 Summary - English and Maths

Percentage of pupils achieving threshold in both English and mathematics GCSEs	2017 (Published) Grade 5 +	2017 (Published) Grade 4 +	2018 (Published) Grade 5 +	2018 (Published) Grade 4 +	2019 (Provisional) Grade 5 +	2019 (Provisional) Grade 4 +	Trend	Impact 2018-19 (5+)	Impact 2018-19 (4+)
Benfield School	29%	54%	27%	37%	28.3%	51.3%		+1.3%	+14.3%

Our learners and curriculum

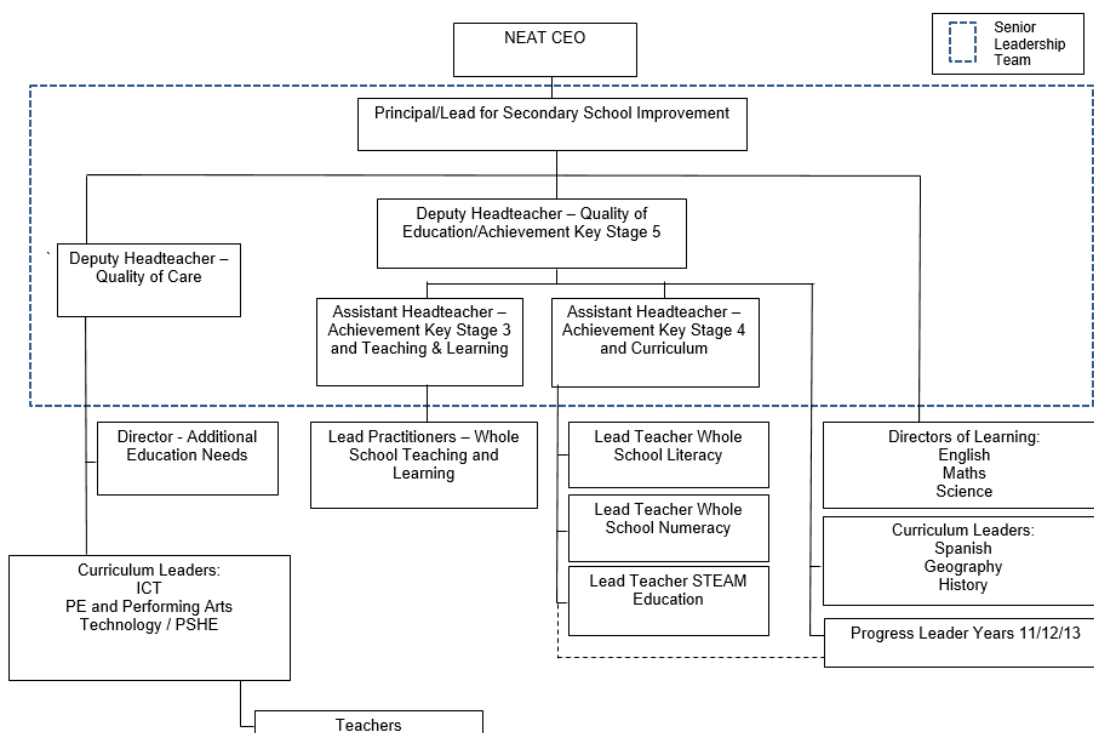
We aim to prepare every student to meet the demands of life today and in the future. This takes place through activities which take place both within and outside the classroom. The range of these are reflected in the Headteacher's Blog on our school website.

We give careful consideration to provide a curriculum model which best meets the needs and characteristics of the Benfield and NEAT learner:

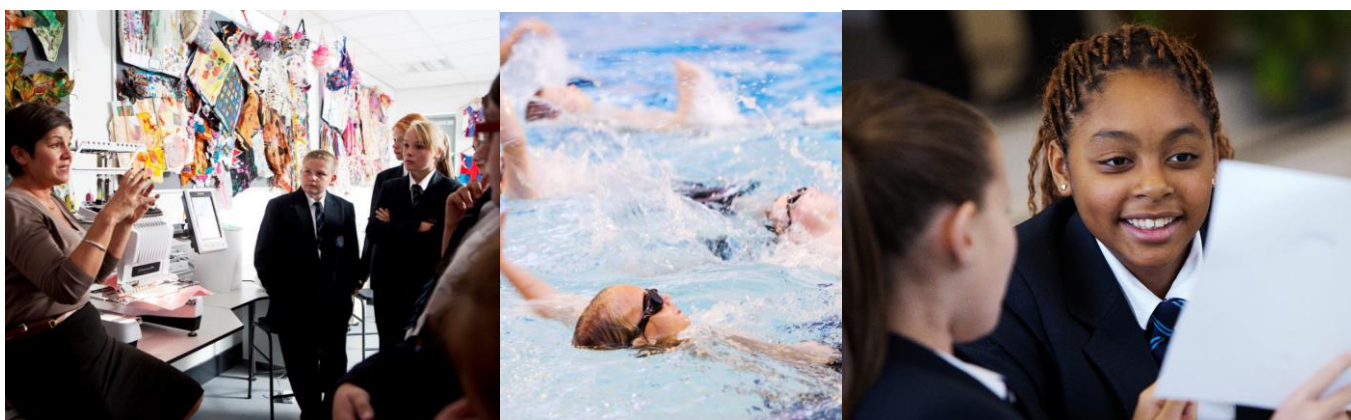
- Resilient
- Respectful
- Resourceful
- Effective Communicator
- Aspirational
- Awareness of Inclusivity

The role and team

We created new Lead Teacher roles from September, with one each for whole school numeracy, literacy and science, technology, engineering, the arts and maths (STEAM), to identify and drive forward cross-curricular approaches to teaching and learning. A key focus is on the development of a whole school, aspirational curriculum that meets the needs of all learners.



This post works under the direction of the Assistant Headteacher – Achievement Key Stage 4 / Whole School Curriculum, an experienced member of the leadership team who will provide support to the postholder. The diagram represents where this vacancy sits in our organisation structure and colleagues in the wider team.



The advert

Benfield School

English Teacher with Whole School Literacy Lead

Main/Upper Pay Range plus TLR2a payment, £23,720-£39,406 plus £2,721 per annum
(pay award pending)

Permanent, To start January 2020

This is an opportunity to join our team of middle leaders to drive forward literacy throughout Key Stages 3 to 5 and contribute to high quality teaching and learning within the English department.

We created our new Lead Teacher roles, with one each for whole school numeracy, literacy and science, technology, engineering, the arts and maths (STEAM), to identify and drive forward cross-curricular approaches to teaching and learning. A key focus is on the development of a whole school, aspirational curriculum that meets the needs of all learners.

You will need to demonstrate a successful track record of positive impact on learner outcomes at KS3 and KS4, including English GCSE. With experience of contributing to the design, delivery and evaluation of an area of the school curriculum, you will have the ability to develop, implement and evaluate an effective whole school strategy for literacy. Modelling good practice and engaging colleagues by leading with integrity, positivity, creativity, resilience and clarity is essential in this role.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all colleagues share this commitment.

In return we offer: a supportive senior leadership team and local governing committee; the benefits of working in a highly collaborative multi academy trust aiming to provide a seamless education from 2-19; resilient and resourceful learners and excellent potential for personal career development.

Interested in applying? Please don't hesitate to call Louise Reay, Assistant Headteacher, for an informal discussion about the role on 0191 2284097. A completed application form, criminal records declaration form and equalities monitoring form must be submitted by 9am on Tuesday 15 October. The assessments will take place on Wednesday 23 October 2019.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all our staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

The job description

Job Title:		Lead Teacher – Whole School Numeracy, Literacy or STEAM (Science, Technology, Engineering, the Arts and Mathematics)			
School:		Benfield School			
Date:	September 2019	Status:	Final	Pay Range:	Main/Upper Pay Range plus TLR 2a
Responsible to:		Assistant Headteacher – Achievement Key Stage 4/Whole School Curriculum			
Responsible for:		Not applicable			
Job purpose:		To be accountable for educational outcomes of learners across Key Stages 3-5 by effectively leading the development of whole school numeracy, literacy or STEAM across all curriculum areas and enabling effective teaching and learning.			

Main responsibilities

The following is typical of the duties the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

General

- 1 Carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.

Lead Teaching and Learning Responsibilities

- 2 Lead, develop and evaluate numeracy, literacy or STEAM across all curriculum areas to provide an ambitious curriculum that meets the needs of all learners and improves their outcomes, and contribute to the development of an integrated trust-wide approach for all age groups.
- 3 Lead learning of numeracy, literacy or STEAM across Key Stages 3-5 including developing and implementing assessment, data analysis and appropriate intervention strategies to ensure that all learners are well prepared for the next stage of education, employment or training.

- 4 Lead, develop and enhance the teaching methods and practice of others through coaching, professional development and promoting improvement strategies to secure effective teaching and learning for all learners.
- 5 Facilitate a culture across the school which encourages colleagues to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

Generic Teaching and Learning Responsibilities

- 6 Establish a positive, purposeful and safe learning environment and develop positive relationships to support learners to manage their own behaviour constructively. Establish and maintain a consistent and supportive culture in line with the school's Behaviour Policy by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school's behaviour policy.
- 7 Contribute to the monitoring and development of a designated area of learning and/or age phase, and pupil attainment and progress across the curriculum, to ensure appropriate opportunities are provided for learner aspirations to be met.
- 8 Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the bespoke needs of learners are met. Plan and prepare homework and other out of class work.
- 9 Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
- 10 Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- 11 Demonstrate ongoing development and application of teaching practice, expertise and subject, specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- 12 Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
- 13 Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school and trust aims.

- 14 Take responsibility for ensuring an awareness and understanding of local opportunities which support our school communities.

In addition, Upper Pay Range teachers are expected to:

- 15 Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- 16 Give advice on the development and wellbeing of children and young people, if required.
- 17 Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Trust responsibilities

- 18 Work to fulfil the vision and values of the trust.
- 19 Assist in maintaining a healthy, safe and secure environment and act in accordance with the trust's health and safety policies and the school's/central team's health and safety procedures.
- 20 Promote and implement the trust's equality and diversity policy in all aspects of employment and service delivery.
- 21 Promote and safeguard the welfare of children and young persons s/he is responsible for, or comes into contact with, in accordance with the trust's safeguarding policy and school's child protection policies and protocols.
- 22 Assist in ensuring the trust's responsibilities to protect personal data and to share information as a public authority are implemented effectively.
- 23 Participate in appraisal, training and development and other activities that contribute to performance management.
- 24 Attend and participate in regular team and 1:1 meetings.

The person specification

JOB TITLE:	Lead Teacher - Whole School Literacy
DATE:	September 2019
STATUS:	Final

CRITERIA	Essential /Desirable	Application	Tasks	Interview	Vetting checks
Knowledge and qualifications					
1. Qualified teacher status	E	✓			✓
2. BA Degree in a relevant subject area or equivalent in-depth knowledge of the subject area		✓			✓
3. Relevant post-qualification CPD e.g. curriculum development, whole school literacy	D	✓			✓
4. Educational leadership/management qualification e.g. National Professional Qualification for Middle Leadership (NPQML)	D	✓			✓
5. Evidence of personal commitment to lifelong learning	E	✓		✓	
6. Up-to-date knowledge and understanding of national and local education thinking and research relating to whole school literacy strategies	E		✓	✓	
7. Thorough understanding of how young people learn and the core features of an effective curriculum	E		✓	✓	
8. Comprehensive knowledge and understanding of the subject / curriculum areas and the relevant statutory and non-statutory curricula / frameworks	E			✓	
Experience					
9. Successful track record as an English teacher that demonstrates high quality teaching and learning and positive impact on learner outcomes at KS3 and KS4, including English GCSE	E	✓		✓	✓
10. Experience of contributing to the design, delivery and evaluation of an area of the school curriculum	E	✓			✓
11. Experience of successfully developing, coaching and/or mentoring colleagues	D	✓			✓
12. Experience of working collaboratively with peers across own school to achieve shared priorities	D	✓			✓
13. Has led or contributed to research or projects to improve a school's curriculum	D	✓			✓

CRITERIA	Essential /Desirable	Application	Tasks	Interview	Vetting checks
Skills and competencies					
14. Able to develop an effective whole school literacy strategy and implement and evaluate this	E			✓	
15. Models good practice and leads by example with integrity, positivity, creativity, resilience and clarity	E		✓	✓	
16. Able to engage colleagues and support professional development, coaching and mentoring across the academy	E			✓	
17. Demands ambitious standards and high expectations for all learners	E		✓	✓	
18. Effectively manages own behaviour and relationships with others to provide appropriate support and challenge	E		✓	✓	
19. Effective oracy and written communication skills for a range of audiences	E		✓	✓	
20. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	E			✓	✓
Other					
21. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role	E	✓		✓	✓
22. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role	E				✓

About NEAT

Who we are

NEAT was established in spring 2017 and currently consists of five schools located in the east end of Newcastle upon Tyne:

1. Benfield School: ages 11-18
2. Central Walker Church of England Primary School: ages 2-11
3. Tyneview Primary School: ages 2-11
4. Walkergate Community School: ages 2-11
5. West Walker Primary School: ages 2-11



We chose to form a multi academy trust to build on existing collaboration and deliver an all-through education from 2-18 with a continuous curriculum and seamless transition from primary to secondary. We are a “mixed” multi academy trust as we have one faith school and four non-denominational schools.

Walkergate Community School is a teaching school and leads the Newcastle Teaching School Alliance of 13 schools. In addition, the Newcastle Research School at Walkergate will receive significant funding from the Education Endowment Foundation (EEF) over the course of three years as part of its Research Schools Network.

All of our schools are currently judged “Good” by Ofsted and we continue to strive for improved outcomes for all our pupils and prepare them for life after school.

Our vision

We belong to an innovative, sustainable trust working collaboratively with partners to share our vision and values that enables all learners within our influence to be well prepared personally, socially and academically for the next stage of their lives in a changing world.



2,500 pupils



£16 million budget



380 staff

Working for NEAT

We offer our staff:

- great opportunities for continuing professional development and a career pathway across the trust
- collaborative working through our strategic trust-wide networks providing regular support
- membership of the Teachers' Pension Scheme (for teachers) or the Local Government Pension Scheme (for support staff), which the trust also contributes to on your behalf
- recognition of previous service with other schools/academies, local government etc
- use of the sports facilities at Benfield Sports Centre
- good public transport links via Tyne and Wear Metro and road links from the A19 and A1058 Coast Road.

Living in North East England

North East England combines vibrant city life with breathtaking countryside and a spectacular coastline within easy reach. Lonely Planet sums up the city as follows, "Against its dramatic backdrop of Victorian elegance and industrial grit, this fiercely independent city harbours a spirited mix of heritage and urban sophistication, with excellent art galleries and a magnificent concert hall, along with boutique hotels, some exceptional restaurants and, of course, interesting bars." <https://www.lonelyplanet.com/england/northeast-england/newcastle-upon-tyne>

Newcastle upon Tyne was also ranked the Best City for Families in a 2017 survey comparing outstanding schools, housing prices, nearby parks, job opportunities, average salaries and crime levels across the UK.



NEAT commitment to equality and diversity

We are committed to advancing equality and diversity within NEAT and in our relationships with partner organisations, suppliers and contractors. Equality is about creating a fairer society where everyone has the opportunity to fulfil their potential. Diversity is about recognising and valuing difference in its broadest sense. Both of these are at the heart of our inclusive approach as an employer and education provider.

We embrace our duties to eliminate discrimination and harassment, promote equality of opportunity for all and recognise and value diversity in employment and in the delivery of services to young people and their families.

We seek to attract and retain a progressive and diverse workforce and aim to provide a stimulating, rewarding and dynamic working environment where all colleagues can thrive, develop and fulfil their aspirations.

NEAT commitment to safeguarding children and young people

The trust and our schools are highly committed to safeguarding and promoting the welfare of children and young people.

We want to ensure candidates support this commitment. During the recruitment process we ask all applicants to tell us in confidence about any criminal convictions they have. This does not mean that you cannot work for NEAT if you have a criminal conviction as we will consider the age of the conviction, whether it is relevant to the job you applied for and any mitigating factors before making a decision. The successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS).

You should also expect that we will explore any gaps in your employment history, why you want to work with children and young people and if you are able to keep them safe from harm at interview. We also request information about your suitability to work with children from your referees, one of which must be your current or last employer.

Applying for this vacancy

Please read the job description/person specification for the post and the guidance notes thoroughly before completing an application form. Your completed application form, criminal record declaration form and equalities monitoring form must be **e-mailed** by 9 am on **Tuesday 15 October 2019** to: Lilian.Reeson@benfield.newcastle.sch.uk. Please note that we do not accept CVs.

Please contact Lilian Reeson, PA to the Principal, on 0191 2284097 if you have any queries at all about the application process.