



Co-op Academy
Stoke-on-Trent

Application Pack: Teacher of Art Full-time TMS/UPS



Co-op Academy Stoke-on-Trent
Westport Road
Stoke-on-Trent
ST6 4LD

Tel: 01782 88 23 00

Enquiries@cas.coop

Closing date: Friday 1st February at 12pm

Interview date: w/b 11th February

Start date: Easter start date preferred (due to maternity cover); September strongly considered.

Dear Applicant,

Teacher of Art

Thank you for your interest in this post.

I hope you will enjoy reading through our recruitment pack and I look forward to receiving your application. Please apply via a letter of application (no more than two sides of A4) and the completed application form. We do not accept CVs.

The Academy has undergone a transformation in recent years and we are now the top ranked non-selective school in Stoke-on-Trent. Our attainment and progress have improved year on year and we are now a high achieving and successful learning community.

Ofsted visited us in 2017 and agreed that we are still a “good school with outstanding features”. Our personal development, behaviour and welfare is identified as one of our outstanding features highlighted in the academy winning the DfE’s Character Awards in 2016.

Art is a popular subject at GCSE and always has at least two groups in each year. The subject leader is an outstanding practitioner and an experienced leader.

If you wish to visit in advance of an application please email the Principal’s PA Miss K Hollinshead on khollinshead@cas.coop.

Your completed application should be received by 12 noon Friday 1st February 2019. Applications should be emailed to recruitment@cas.coop.

Yours faithfully,



Mr N Lowry

Principal

Mission, Vision and Values and Strategic Drivers

Mission: Empowering everyone to reach their potential and be the best.

Vision: In order to achieve our mission, we aim to become a great academy by delivering:-

- Great learning
- Great support
- Great experience

Values: All of this is based upon the values of Co-op Group which will inform our behaviours.

- Self-help;
- Self-responsibility;
- Democracy;
- Equality;
- Equity;
- Solidarity.

Our values are demonstrated daily by our behaviours which are captured in the **Co-op ways of being:**

- **Do what matters most;**
- **be yourself, always;**
- **succeed together;**
- **show you care.**

For more information on [Co-op values](#) and the [Co-op ways of being](#) see the Co-op group website via these links.

Strategic Drivers:

Our operational plan to deliver all the above is based around eight strategic drivers:

1. Leadership
2. Quality learning
3. Curriculum opportunities
4. Monitoring and support
5. Academy environment, systems and processes.
6. Targeted professional development
7. Praise and reward culture for staff and students.
8. Collaboration and partnerships

About the Academy

The Co-op Academy of Stoke-on-Trent was established in 2010 and we moved into our state of the art £23 million building in 2012. The academy serves the areas of Tunstall, Burslem and Hanley but is increasingly drawing students from all parts of Stoke-on-Trent. Our vision is “Empowering everyone to reach their potential and be the best”. The focus on being the best that you can be in every lesson of every day permeates the Academy at every level and there are high expectations of both the students and staff. We are sponsored by the Co-op Group and we use the co-op values and ways of being to structure our academy culture. The academy has just been re-branded in time for September 2018 in line with the Co-op branding.

The Co-op Academy of Stoke-on-Trent is an urban complex academy with over half of our students classified as disadvantaged. There is a diverse student community with 36 languages spoken, although the main ethnic groups are white British and Pakistani. The academy is praised locally and regionally for the fully inclusive and supportive culture which enables us to be successful. In 2015 Ofsted praised the “culture of tolerance and respect that permeates the academy”.

Many of our students come to us with ability on entry far below the national average. Our recent leavers and our present Year 11 are in the lowest 10% of Key Stage 2 APS nationally. However, the present Key Stage Three students have rising ability on entry and the new Year 7 come to us as national average. There has been considerable projected growth in student numbers over the last five years and our academy is projected to grow to over 1000 students by 2020 from a starting point of 560 in 2012.

There has been a significant improvement in Key Stage 4 outcomes over the period the academy has been open. 2018 was a record year for GCSE results and our website has full details, we now have the highest levels of attainment in the north of Stoke-on-Trent and the highest progress scores of any non-selective school in the city despite having the lowest ability intake on entry to the academy. We are also very pleased that far more students now go on to Level 3 courses at college and then onto university and higher level apprenticeships. Ofsted visited us in November 2017 and agreed that we were still a “good school with some outstanding features”. Our personal development, behaviour and welfare is cited as outstanding. We had a Section 8 visit in 2015 on behaviour and safeguarding and this report was also very positive. Both reports are also available on our website.

We were also proud to be regional winners of the DfE’s Character Awards in 2016. This was in recognition of the work that we have done over a number of years in the area of personal development. The award was built around our student voice and leadership; our enrichment programme known as “The Edge”; and our character education programme.

We are part of the Co-op Academies Trust which currently comprises twelve academies in Stoke-on-Trent, Leeds and Manchester; however it is expected that the Trust will grow quickly over the next few years and the Co-op group recently announced a major funding

injection, read the article [here](#). The Trust provides an extensive CPD programme focused on school improvement as part of their sponsorship.

Post Information

Senior Leadership Team 2018-19

Principal – Nick Lowry

Vice Principal – Standards – Jenny Crowther-Green

Vice Principal – Curriculum and Assessment – Chris Hall

Vice Principal – Shane Richardson

Senior Assistant Vice Principal – Behaviour, Inclusion and Safeguarding –Marianne Goodwin

Assistant Vice Principal – Progress – Jenny Davies

Senior Leader SENDCo – Diane Drew

Head of Performance Faculty - Mark Rogers

Subject Leader for Art - Sarah Turner-Bradbury

POST TITLE: Teacher of Art

SALARY: Main scale / Upper Pay Scale

RESPONSIBLE TO: Subject Leader for Art; Head of Performance Faculty

PURPOSE OF THE ROLE:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for academic and personal growth

Duties and Responsibilities

Teaching:

To undertake an appropriate programme of teaching in accordance with the duties of a standard main scale teacher, at all times meeting the 'teaching standards'

- To teach students according to their educational needs, including the setting and marking of work carried out by the student in the Academy and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching and learning experience of students.
- To incorporate independent learning and spiritual, moral, social and cultural education into the learning experience of the students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students; which meets both internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to the student's needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.

- To mark, grade and give written/verbal feedback and diagnostic feedback as required.

Operational/ Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- To contribute to the Faculty and Department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To assist the Head of Department to ensure that the curriculum area provides a range of teaching; which complements the Academy's strategic objectives.
- To contribute to the Academy's planning activities.

Quality Assurance:

- To help to implement Academy quality assurance procedures and to adhere to them.
- To contribute to the process of monitoring and evaluation of the curriculum area(s)/department(s) in line with the agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and schemes of work.
- 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 Academy.

Management of Information:

- To maintain appropriate records and to provide relevant accurate and up to date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the Academy.
- To follow agreed policies for communications in the Academy.

Marketing and Liaison:

- To take part in marketing and liaison activities such as Open evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources:

- To contribute to the process of ordering and allocation of equipment and materials.

- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, the department and the students.

Pastoral System:

- Follow the guidelines set out in the Academy's safeguarding policy in order to safeguard all students.
- To be a tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Community Group as a whole.
- To liaise with a Head of Year and Community Leader to ensure the implementation of the Academy's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance and their participation in other aspects of Academy life.
- To evaluate and monitor the progress of students and keep up to date student records as may be required.
- To contribute to the preparation of Action Plans and Progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and Citizenship and Enterprise according to Academy policy.
- To support the Academy in meeting its legal requirements for worship.
- To apply the behaviour management systems so that effective learning can take place.

PERFORMANCE MANAGEMENT

The Classroom Teacher will have access to the Academy's Performance Management arrangements as set out in the Academy's pay policy, which applies the Teachers Pay and Conditions of Service.

COLLEGIATE RESPONSIBILITY

In addition to the specific responsibilities of this post, every member of staff at the Co-operative Academy of Stoke-on-Trent will commit to:

- providing a courteous and efficient and effective service to students at all times
- consistently promoting the Academy's co-operative ethos and mission
- using their influence with other staff and students to promote high standards of behaviour and order within the Academy
- working to maintain the Academy at the forefront of educational practice

- fostering and sustaining a culture of enterprise and creativity in all aspects of the Academy's operation

ROLE REVIEW

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. It may be revised at any time in consultation with the post-holder, and in the light of changing circumstances, subject to the Principal's approval.

Person Specification

Key:	
A	=
Application	
R = Reference	
I = Interview	

Knowledge, Experience and Skills		
	Essential (E); Desirable (D)	How identified
Qualifications		
University graduate	E	A
Postgraduate teaching qualification (or equivalent)	E	A
Qualified Teacher Status or training to gain QTS	E	A
Knowledge and Understanding		
Knowledge and understanding of current teaching and learning developments.	E	AI
Understanding of latest teaching and learning in area of expertise.	E	AI
Ability to plan and resource medium and long-term schemes of work.	E	AI
Experience of delivering subject to both Key Stages Three and Four.	E	AI
Understanding of literacy strategies within subject area.	D	AI
Experience		
At least good in lesson observations or training observations.	E	AR
Evidence of impact on student achievement.	E	AR
Ability to track, monitor and intervene with a class of students.	D	AR
Skills		
Motivate and inspire staff and students.	E	I
Analyse and interpret student data.	D	I
Excellent verbal and written communication skills and able to communicate effectively with a range of stakeholders.	E	I
Personal Qualities		
Must be committed to the safeguarding of all students.	E	ARI
Resilient.	E	RI
Able to work under pressure and a determination to succeed	E	RI
Passionate about teaching and learning.	E	RI
Willingness to learn and develop new skills.	E	RI
A commitment to excellence.	E	RI
Ambition for further development and promotion	E	I
Able to demonstrate a commitment to the behaviours and values of the co-operative movement	E	I

