

The image shows the exterior of the Henlow Church of England Academy. The building is constructed from red brick and features a large, curved, grey metal roof structure. A sign on the brick wall reads "Henlow Sports Hall". The building has several windows, including a large glass door and a tall, narrow glass window. The foreground is a green lawn with a paved area and some small black bollards. The sky is blue with some clouds.

Henlow Church of England Academy

Teacher for Maths, Science or Computing
Full time

Required from September 2020



A LETTER FROM THE HEADTEACHER

Dear Colleague,

Thank you for expressing an interest in applying for the position of Maths, Science or Computing Teacher at Henlow Church of England Academy. We are very excited about the appointment, convinced that it offers the right person a wonderful opportunity as our new teacher to start at the beginning of September 2020. *The school operates safer recruitment practices and the successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure & Barring Service (DBS).*

We have just over 670 pupils on roll across years 5 to 8 and enjoy strong links with our feeder lower schools of All Saints, Derwent, Langford, Meppershall and Raynsford. Each year pupils also join us from a wider range of schools including children of military personnel and families wishing to continue their links with the church. Our vibrant sense of community and 'Henlow Values' really come alive on a daily basis.

The successful candidate should be a hardworking, energetic and motivated individual who is willing to develop their expertise, take on new challenges, embrace change and is keen to join our developing team of committed professionals who support the learning and teaching of our pupils. Full training will be given.

This is an exciting opportunity to join a friendly and supportive staff in a very successful school.

The application form is available on our website www.henlowacademy.co.uk or from Mrs Janice Marshall who can be contacted via the school office, 01462 813733 or on email: jmarshall@henlowacademy.org.uk

The closing date for applications is **20th March 2020 (midday)** and the date of interview is to be confirmed.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email Mrs Marshall at the above address.

I know the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,

Caren Earp

Headteacher

The school's curriculum contributes strongly to pupils' wider personal development'.

'(they) have the knowledge and skills needed to teach a range of subjects'.

Ofsted September 2019



ABOUT HENLOW CHURCH OF ENGLAND ACADEMY

Introduction

Henlow Church of England Academy is a successful and popular Church of England school with over 670 pupils on roll. We are situated in rural Bedfordshire with good links to both the A1 and M1 motorways and close to the Peterborough to London train line.

Our staff comprises of 39 teachers and 42 support staff which includes 22 Teaching Assistants. The Senior Management Team is substantively the Headteacher, two Deputy Headteachers, two Assistant Headteachers, the School Business Manager and two School Leaders in Education.

The school's commitment to learning extends to staff as well as pupils: there is a well-developed structure for NQTs and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop innovative approaches to learning with an increasing focus on collaborative learning.

The school is going through an exciting period of change as we are in the process of moving from a middle school, years 5—8, to a secondary school years 7—11. This is an area wide initiative and for an interim period of time we will become an extended secondary school accepting pupils in year 5 and retaining them until the end of their GCSE's in year 11. This will continue until all our feeder schools become primary. To support this there will be new buildings and a refurbishment of our existing accommodation to allow us to provide a full GCSE curriculum.

Academic Results

We are extremely proud of our exam results at Key Stage 2 and the progress our pupils make during their journey at Henlow Academy, with reading, writing and maths all being above the national average standard.

	% achieved expected standard		
	Henlow (Provisional)	National	Local Authority (Provisional)
Reading	79%	73%	71%
Writing	86%	78%	77%
Maths	85%	79%	77%
GPS (Grammar, Spelling & Punctuation)	79%	78%	N/A
Combined (Reading, Writing & Maths)	71%	65%	61%



We are one of the first schools in the country to be judged according to Ofsted's new framework and in September 2019 we were judged Good overall and in all areas.

Overall effectiveness: Good

The quality of education: Good

Behaviour and attitudes: Good

Personal development: Good

Leadership and management: Good

In their report the inspectors note that pupils are polite, mature and considerate towards each other, they achieve well and feel safe and happy in school. They recognised our broad curriculum and specialist teachers;

'The school's curriculum contributes strongly to pupils' wider personal development'.

'(they) have the knowledge and skills needed to teach a range of subjects'.

Ofsted September 2019



SIAMS

In July 2017 we were judged 'outstanding' in our SIAMS (Statutory Inspection of Anglican Methodist Schools).

We are the only middle/secondary in Bedfordshire to receive this grading in a church inspection. The full report is available on our website but I feel this quotation encapsulates our approach;

'In keeping with its Christian underpinning the school knows and treats pupils as individuals, recognising and celebrating their various gifts and talents well'

SIAMS July 2017

HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM

Curriculum

The Curriculum at Henlow Church of England Academy is designed to meet the needs of all children and provide for the full range of abilities. It has been carefully constructed to ensure that pupils encounter a balanced and wide range of learning experiences, as well as accommodating the requirements of the National Curriculum.

Henlow has a 2 week timetable of 6 x 50 minute lessons daily.

Key benefits:

To maximise progress in KS2 English and Maths all pupils are taught 14 lessons of both over a cycle.
(Evidence: 3 year trend of constant improvement in Key Stage 2 outcomes and progress)

Maintain breadth of curriculum taught.

Creates time for options to be taught in Key Stage 3.

To maximise learning of English Baccalaureate subjects in preparation for Key Stage 4.

KEY STAGE 2

Year 5 - 6

In Key Stage 2 pupils benefit from being taught and cared for by their primary specialist teacher (their tutor) as well as subject specialists (mainly secondary trained teachers). This provides the necessary nurturing required during transition to a new school and supports pupils to feel more comfortable in their surroundings. Our experienced primary colleagues bring about the best outcomes in English and Maths for all pupils while secondary specialists offer an ambitious curriculum that enthuses enjoyment and enriches learning in preparation for Key Stage 3 and Key Stage 4.

Leaders have created a good balance between pupils' academic and personal development. Pupils enjoy learning a broad range of subjects.

Ofsted September 2019

KEY STAGE 3

YEAR 7 - 9

In Key Stage 3, the learning opportunities are increased to focus on science, languages, history and geography to strengthen the foundation for future learning in KS4. In addition, pupils are offered a wide range of option choices which are varied in Year 7 and 8 and focused on the theme of 'community' in Year 9. In Year 7 and 8 pupils are taught options lessons in mixed year group classes which adds to our community feel.

'The school's curriculum contributes strongly to pupils' wider personal development.'

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THE HENLOW VALUES

Our broad aim is to provide opportunity for self development and self fulfilment for the children here, to enable them to realise their full potential.

To be more specific, however, this school seeks to pass on to each new generation of children the knowledge, skills, ideas, attitudes and values which are judged necessary to make it possible to live - and live well - in our society. Societies change, however, and in our modern times they change quickly. It follows then that we need to provide not only experiences which enable children to grasp the essentials of this world as it is, but also experiences which will make them ready to fulfil themselves in a world which is likely to be different from today's.

Therefore, the school stands not only for tradition and conformity, but also for the future and a willingness to accept, and at times stimulate fresh thoughts and ideas.



Honesty
Enthusiasm
Nurture
Love
Originality
Wisdom



'A caring, inclusive and nurturing learning environment, based on its Christian values, leads to good progress and attainment, to strong relationships and to the excellent behaviour of pupils.'

SIAMS Inspection June 2017

JOB DESCRIPTION

Job Title: Teacher

Responsible to: Head of Department

Responsible for: The progress and achievement of pupils in your subject and the promotion of the subject across the school.

LIAISING WITH: Other teachers of your subject, the Head of department, teaching assistants, the SEND coordinator, other relevant teaching and support staff.

Salary: MPS / UPS

PURPOSE OF ROLE:

- To raise standards of pupil attainment and achievement at Henlow Church of England Academy.
- Specifically to raise levels of attainment and achievement for pupils in your subject
- To further develop schemes of work and intervention plans in your subject
- To work with other members of the department in developing and sharing good practice, improving the quality of learning and teaching and improving pupil progress and outcomes.
- To create a focused, happy and committed learning and working environment in which pupils feel secure and valued and want to achieve.

DUTIES OF THE ROLE:

Staffing:

- To promote teamwork, work cooperatively and act as a positive role model to ensure effective working relationships
- To work within the allocated CPD funds and Professional Review processes to ensure your staff development needs are identified
- To contribute to performance management of other staff, as required
- To play an active role in the Performance Management process within the department and collaborate with other members of staff on improving practice

Specific Duties:

- To be responsible to the Head of department for progress of groups of pupils in your subject (and other subjects you may teach) taking into account pupils' different needs and abilities.
- To set high standards personally and to have high expectations of all pupils.
- To be fully aware of the learning needs of all pupils within your classes.
- To liaise with the pastoral team to ensure that you are fully aware of any potential barriers to learning and progress.
- To liaise with relevant staff – for example the Learning Support department and the staff responsible for Higher Attainers to ensure that all target groups are known to you and catered for in your planning, delivery, review and feedback.
- To work with other members of the department in the development of the schemes of work to ensure they motivate, stretch and challenge all pupils and are fully inclusive
- To work with other teaching staff to plan and deliver differentiated lessons, taking into account varied learning styles that challenge pupils and reinforce prior learning.
- To mark and assess pupils' work and give formative and summative feedback to ensure that pupils and their parents/carers are aware of their current progress, potential to improve and how to do so.

HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM

- To track and analyse pupil progress in your mathematics groups and in other subjects you may teach, by maintaining department mark sheets/spreadsheets etc.
- To maintain good order and discipline within all lessons to facilitate effective learning and teaching.
- To involve the pupils in their own learning, taking into account different learning styles and the needs of the individual when planning and reviewing lessons.
- To be involved in the observation of your peers and to be open to lesson observations, in order to improve the pedagogy within the department and across the school.
- To keep abreast of new and emerging learning and teaching practice, including the National Curriculum, being open to being observed and observing others.
- To develop and share learning and teaching resources within the department.
- To report on pupils' progress according to the academy's reporting schedule, writing both summary and full written reports when required.
- To attend parent consultation evenings, staff meetings and Continuing Professional Development sessions as required.
- To work on the development of homework to improve pupil progress and ensure homework is set and marked in accordance with marking and assessment policies.
- To contribute to department development plans and where appropriate to the whole school development plan.
- To work with feeder and upper school colleagues, attend liaison meetings, provide pupil data on transfer and thereby ensure transition from middle to upper school is seamless and progress is uninterrupted.
- To play an active role in regular internal assessments to help inform setting, intervention, planning and reporting etc.
- To analyse assessment results and report on pupil progress to the HoD (and SLT link) to help inform pupil predictions and whole-school data analysis
- To work with the HoD and other members of the department in monitoring and evaluating teaching through lesson observations, examination results, internal data analysis, feedback from pupils and other appropriate methods.
- To actively monitor and respond appropriately to any policy change, curriculum development or new initiatives at national, regional and local levels in the area of Mathematics and other subjects you may teach.
- To promote and celebrate success in mathematics via electronic media, displays, staff briefings, assemblies and/or celebratory events.
- To liaise and consult with stakeholders, as required, including: parents, SENDCo, partner schools, Awarding Bodies, promoting the best interests of HCoEA at all times.
- To take on the role of Form Tutor carrying out all the associated duties as set out in the Job Description for Form Tutor.
- To undertake playground supervision, bus duty or other necessary duties on a weekly basis and to be prompt and effective in doing so.
- To liaise with all stakeholders internal and external to the organisation as required, promoting the best interests of HCoEA at all times.
- To be aware of and apply all subject and academy policies.
- To undertake any other reasonable duties related to the scope and grading of the role and comply with any reasonable request to undertake work of a similar level that is not specified in this job description.
- **Note:**
- Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task undertaken may not be identified.

PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE	IDENTIFIED BY:
Education & Qualifications	Relevant Degree (Mathematics or related) Teaching Qualification (Mathematics or related) Evidence of Continual Professional Development	Post graduate qualification	Application Form and Verifica-
Professional Experience	Evidence of at least “Good” teaching at KS 2, 3 or 4 in Mathematics Understanding and application of strategies to raise standards across the ability range through effective teaching and learning Sensitivity to the learning needs of all pupils Demonstrate understanding of using comparative data, together with information about pupils’ prior attainment to establish benchmarks and set targets for improvement Identify usage of current good practice in assessment techniques and the monitoring of pupil progress across Key Stages 2, 3 or 4	Evidence of “Outstanding” teaching at KS 2, 3 or 4 in Mathematics Experience as a TLR holder An understanding of how to monitor the performance of a school, using data, monitoring pupils’ work and observing teaching Good knowledge of all Key Stages	Application Form References
Professional Knowledge, Skills and Understanding	The ability to maintain a current knowledge of your subject area, behaviour management philosophies and teaching and learning developments including local and national developments and initiatives The ability to inspire, enthuse and motivate pupils Good classroom management to encourage positive behaviour Ability to prioritise, plan, lead and organise the work of this curriculum subject Monitor, evaluate and review your lesson planning and the progress of your pupils Demonstrate application of information and communication technology to the development of learning and teaching in the subject Demonstrate creative problem solving and good communication skills Ability to work collaboratively or on own initiative Time management skills and a capacity for hard work and an ability to prioritise effectively with good administrative skills The ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities Express your own ideas and opinions	Experience of leading within your area of expertise at local level Evidence of the innovative use of ICT in your subject area	Application Form References Selection Process Interview

PERSON SPECIFICATION CONT'D

KEY CRITERIA	ESSENTIAL	DESIRABLE	IDENTIFIED BY:
Professional Knowledge, Skills and Understanding	<p>Have high expectations of pupil attendance, performance and behaviour</p> <p>Manage behaviour effectively and support other in doing so</p> <p>Maintain a caring and supportive class, department, year and school environment</p> <p>Recognise the role that parents, carers and families play in helping children succeed and thrive.</p> <p>Use data effectively to compare pupil performance (for example but not exclusively pupil tracking and value-added measures)</p>	<p>Experience of working with a variety of stakeholders and outside agencies to support the attendance, behaviour, attainment and achievement of pupils</p> <p>Experience of having worked with parents to challenge and support their children</p> <p>Experience of raising pupils' and staff aspirations and performance</p> <p>Experience of improving a school's results to achieve outstanding levels of pupil performance</p>	<p>References</p> <p>Selection Process</p> <p>Interview</p>
Personal Qualities and Philosophy	<p>Flexibility and ability to prioritise</p> <p>Self-motivation and self-reliance</p> <p>Commitment to the post, your subject, your own professional development and the Henlow Church of England Academy ethos and ideals.</p> <p>Commitment to excellence in learning and teaching and experience of sharing good practice</p> <p>Commitment to working effectively with parents/carers, external partners and other agencies and schools to support the learning of children to define and realise the school's vision</p> <p>Commitment to our local community and improving the life chances of the pupils in our community</p> <p>Ability to work cooperatively as a positive team member and leader.</p> <p>Willingness to embrace change and new ideas in an evolving team.</p> <p>Ability to find innovative solutions to problems/issues.</p> <p>Commitment to inclusion</p>	<p>Enthusiasm for teaching and commitment to enrichment activities</p> <p>Experience of having developed and led a successful team.</p> <p>Commitment to the professional development of staff</p> <p>Experience of having worked successfully with parents/carers and/or agencies to improve pupil outcomes in your subject</p> <p>Experience of having led a change initiative.</p> <p>Experience of having solved a problem within your subject area or with a pupil issue</p>	<p>Application</p> <p>References</p> <p>Interview</p>
Other factors, skills and Knowledge	<p>A well-presented letter</p> <p>Excellent communication skills</p> <p>A commitment to the philosophy and aims of Henlow Church of England Academy.</p> <p>Full DBS clearance</p>	<p>Involvement in the full life of the school</p> <p>A positive, "can-do" approach with colleagues and pupils</p>	<p>Application</p> <p>Interview</p> <p>DBS check</p>