

The Winsford Academy



INFORMATION FOR POTENTIAL APPLICANTS

Appointment of TEACHER OF COMPUTER SCIENCE AND BUSINESS STUDIES MATERNITY COVER

for January 2021

Teacher's Main Scale/UPS



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Principal: Mr G Evans

September 2020

Dear Candidate

Teacher of Computer Science and Business Studies – Maternity Cover

Thank you for your interest in the Winsford Academy and the position of Teacher of Computer Science and Business Studies for January 2021.

There has never been a better time to seek employment at The Winsford Academy, as we share a strong, dynamic sponsorship arrangement with the highly regarded and outstanding Fallibroome Multi Academy Trust, based in Macclesfield. The school is one of the founding members of the Fallibroome Trust and there are opportunities for development and collaboration across the Trust.

In May 2016 the Academy was judged, by Ofsted, to be good for 'overall effectiveness' and commended for 'rapid and sustained improvement' since incorporation into The Fallibroome Trust in September 2014. Inspectors were impressed with pupils' behaviour and pride in their school and commended a 'culture of improving learning' which meant that pupils made 'good progress in their subjects'. Teachers were commended for their high expectations and for challenging able-pupils to achieve high standards and for the quality of care provided for all pupils.

Our Academy is an 11-16 mixed comprehensive school and we currently have 1030 students. Our intake is non-selective and varied, including children from a wide range of homes and backgrounds. We pride ourselves in our inclusive approach, but we never compromise on high expectations.

We are very proud of our Academy and the achievements of our students who demonstrate a diverse range of talents and positive attitudes to learning. Our highly committed staff put the child at the centre of everything they do. Consequently, the Academy has seen impressive improvements in academic achievement.

I expect the very highest standards from our students and our strong school systems ensure that students are provided with a safe and friendly environment where teachers teach and learners learn. Outstanding levels of pastoral care and a diverse curriculum offer, ensure equality and opportunity for all.



We are looking for a Teacher of Computer Science and Business Studies with the drive and experience to ensure that our students make even further progress over the coming years and to improve Progress 8 outcomes of all students.

For an informal visit to the school please contact Lorraine Bogue on 01606 595916 or email lorraine.bogue@winsfordacademy.org.uk

Yours sincerely

Mr G Evans
Principal



Dream Learn Trust Succeed

TEACHER OF COMPUTER SCIENCE AND BUSINESS STUDIES - JOB DESCRIPTION

Teaching and Learning

- Teach all age groups
- Plan work in accordance with Directorate Schemes of Work and National Curriculum Programmes of Study
- Take account of all students' prior levels of attainment and use them to plan challenging lessons and set future targets
- Monitor performance data, identify and address underachievement through contributing to Academy strategy as well as developing and implementing curriculum area strategies and approaches.
- Establish a purposeful working atmosphere during all learning following Academy Policies
- Actively support extra-curricular activities to enhance students' experiences
- Manage the behaviour of students in classrooms and around the Academy.

Assessment, Recording and Reporting

- Mark and return work set, including homework in line with the Academy assessment policy.
- Carry out assessment programmes, as agreed by the Academy or Curriculum Area.
- Complete Student Reports in line with Academy Policy.
- Attend Parents' Evenings as required and keep parents/carers informed about their child's performance and future targets.

Form Tutor

- Undertake responsibility for a Form group.
- Monitor and set targets for the social and academic progress of all students in the Form group
- Endeavour to build up a good relationship with the students in the Form group so that they will look to you for support and advice.
- Report issues of concern to the appropriate senior staff.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

Key Organisational Objectives

To contribute to the Academy by:

- Following Academy ethos, policy, procedures and child protection health and safety requirements
- Ensuring compliance with Data Protection legislation.
- Contributing to the maintenance of a caring and stimulating environment for young people

Appraisal and Professional Development

- To participate in the Academy's Appraisal programme. S/he will have a Team Leader who will set agreed targets for the year and monitor and review performance, including classroom teaching
- The Academy will support the continuing professional development of all staff to ensure that their expertise is being kept up to date.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

**TEACHER OF COMPUTER SCIENCE and BUSINESS STUDIES
PERSON SPECIFICATION**

Essential	Desirable
Qualifications and experience:	
<ul style="list-style-type: none"> • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience within the designated age range. 	<ul style="list-style-type: none"> • First degree in subject area. • Experience of more than one key stage and school/academy.
Set high expectations and inspire, motivate and challenge all students, in specified department, by:	
<ul style="list-style-type: none"> • Establishing a safe and stimulating environment for students, rooted in mutual respect. • Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students. 	
Promote good progress and outcomes by students in specified department by:	
<ul style="list-style-type: none"> • Being accountable for students' attainment, progress and outcomes. • Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Encouraging students to take reflect on their progress and to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> • Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.
Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by:	
<ul style="list-style-type: none"> • Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings. • Promoting the value of scholarship. 	<ul style="list-style-type: none"> • Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject.
Plan and teach well-structured lessons by:	
<ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love of learning and student's intellectual curiosity. • Setting homework and planning other out-of-class activities to consolidate and extend knowledge and understanding • Reflecting systematically on the effectiveness of lessons and approaches to teaching. 	<ul style="list-style-type: none"> • Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).
Adapt teaching to respond to the strengths and needs of all students by:	
<ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, 	<ul style="list-style-type: none"> • Demonstrating an awareness of the physical,

Essential	Desirable
<p>using approaches which enable students to be taught effectively.</p> <ul style="list-style-type: none"> • Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. 	<p>social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development.</p>
Make accurate and productive use of assessment in specified department by:	
<ul style="list-style-type: none"> • Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. • Making use of formative and summative assessment to secure students' progress. • Using relevant data to monitor progress, set targets, and plan subsequent lessons. • Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback. 	
Manage behaviour effectively to ensure a good and safe learning environment by:	
<ul style="list-style-type: none"> • Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the academy. • Managing classes effectively, using approaches which are appropriate to students' needs to involve and motivate them. • Maintaining good relationships with students and exercising appropriate authority. 	<ul style="list-style-type: none"> • Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
Fulfil wider professional responsibilities:	
<ul style="list-style-type: none"> • Making a positive contribution to the wider life and ethos of the academy. • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Communicating effectively with parents with regard to students' achievements and well-being. 	<ul style="list-style-type: none"> • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

The Winsford Academy

Based in Winsford, Cheshire, the Winsford Academy is a co-educational comprehensive, non-selective secondary school recruiting from a number of local primary schools. It was established in September 2010 when two predecessor schools, Verdin High School and Woodford Lodge High School were amalgamated.

In September 2013, the Academy moved into a new £20 million purpose-built school which includes 60 classrooms with flexible learning spaces; a 400-seat theatre in the Performing Arts Centre; Learning Resource Centre; sports facilities; science labs; drama and dance studios; music rehearsal rooms; media suites; art studios and technology workshops.

After five years of transition with a significant programme of rightsizing and budget rebalancing, the Governors, staff and sponsor have created a stable school with much improved outcomes. The challenge now is to continue to develop the school to the level of academic achievement and attainment that its pupils deserve. The school is currently rated as GOOD by Ofsted following an inspection in May 2016 and is in an era when the organisation is rapidly growing and has secured the confidence of the community.

The Academy aspires to become a focal point for the economic and cultural regeneration of Winsford and has a deeply committed community and parents.

Curriculum

Subjects include syllabuses for Key Stage 3 and Key Stage 4:

- English
- Mathematics
- Science (Science, Biology, Physics, and Chemistry)
- Performing Arts (Drama, Music, and Dance)
- Business & Computing (Computing and Business Studies)
- Humanities (Geography, History, Leisure & Tourism, and Religious Education)
- Physical Education
- Modern Foreign Languages (MFL - Spanish)
- Health Studies (Child Development Hospitality & Catering, Food Studies, Health & Social Care,
- Art, Design & Technology (Art, Photography, Design Technology, Graphic Communications)

School Leadership

The leadership group comprises a Principal; two Vice Principals (Curriculum & Standards and T&L and KS3 Standards) and six Assistant Principals (Closing the Gap at KS4, Raising Aspiration, Building Foundations at KS3, Careers, Connecting the Curriculum and Care, Support and Guidance).

There are 64 teaching staff, including the leadership team.

Sponsor

The Trust was established in September 2014 and consists of ten schools: The Fallibroome Academy, The Winsford Academy, Eaton Bank Academy, Broken Cross Primary Academy & Nursery, Nether Alderley Primary Academy, Adlington Primary School, Gawsworth Primary School, Whirley Primary School, Upton Priory School and Marlborough Primary School.

The Trust evolved from the success of the Fallibroome Academy, an outstanding single Academy Trust with a national reputation for excellence. The Trust's aims are simple, to create the conditions for:

- All students to leave school with the combination of skills and qualities that will enable them to progress to the job, apprenticeship or University/College place of their choice;
- Each student to achieve the highest possible examination results and realise their potential;
- Each school to become the school of choice for the local community;
- Each school to become 'A Place for Excellence'.

The Board is responsible for the strategic direction of the Trust and accountable for the outcomes of the four schools. The Board meets termly to receive reports from the Executive Principal and the Chairs of Governors of the ten schools. Operational accountability is delegated to the Governing Bodies of the four schools, meeting termly to receive reports from statutory sub-committees.

The Trust is accountable to the Secretary of State for Education and receives a Master Funding Agreement from the Education Funding Agency. Funds are delegated to the schools according to nationally agreed formulas. The Trusts' accounts are subject to audit and published annually at Company House.

Care, Guidance and Support

The Pastoral system comprises of five Year Heads and a team of Behaviour Managers. Through the Heads of Year team, our students experience high levels of pastoral care and support with services such as child welfare, attendance support, mentoring and counselling all being available every hour of the academy day.

SEN

We serve a diverse range of student needs. High ability students need to be stretched and challenged to achieve their very best. Other more vulnerable students need support to access the curriculum and help to remove some barriers to learning which may be affecting progress and/or wellbeing. We offer a range of services to support all students in ensuring every child has the opportunity to fulfil their unique potential whilst at our Academy.

We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and background

Teaching Assistants and High Level Teaching Assistants work with students to ensure equal access to the curriculum for students who need additional support. We also have a core teaching group in KS3 for students who need greater continuity, less movement and a more intensive learning support package.

Governing Body

The Governing Body and its Committees are effective and forward looking, committed to providing high quality education in an aspirational learning environment. The LGB and its committees meet three times per half-term and convene as ad hoc Committees dealing with a wide range of Academy Business and are a regular presence in the Academy.

Facilities

The Winsford Academy is committed to creating a space which serves the whole community, before and after the traditional school day and at weekends.

The interior comprises a large and spacious central corridor with glass-fronted classrooms on either side. Open spaces, balconies and a 'cafe culture' canteen have been created. The Academy's approach to outdoor learning will eventually see a garden, orchard, allotment and natural habitat zones. The school space includes: - a 400-seat studio theatre with open stage, raked, retractable seating and full audio visual capability; dance studio with wooden sprung floor; gymnasium; five-court sports hall including basketball court, five badminton courts, cricket nets, and a five-a-side football court; a large field with 5 football pitches, 6 tennis courts, a rugby pitch and a running track and a 3G all-weather pitch.

Partnerships

- Winsford Education Partnership
- University of Chester
- England Rugby
- Rugby Football Foundation
- Microsoft IT Academy
- Vale Royal School Sport Partnership
- The Hive
- Camps International
- Weaver Vale Housing Trust
- National Teacher Enquiry Network (NTEN)
- Cheshire Football Centre Ltd

THE POST: TEACHER OF COMPUTER SCIENCE AND BUSINESS STUDIES

PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a **concise** letter of application of no longer than two pages (11 pt text). This should include the following information:

- A description of the key contributions that you have made in your career to date
- Key evidence that demonstrates the impact you have had in your current and previous roles
- The particular strengths that you could bring to Winsford if your application is successful.

Candidates are kindly requested not to submit a CV instead of the application form. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Mr G Evans, Principal, to arrive **no later than 5 pm on Monday 12th October 2020.**

Please note that we will only consider applications submitted on the school's application form.

If you have not heard from us by Thursday 15th October, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

For an informal discussion about the role, please contact Louisa Olden, Assistant Principal and Line Manager of the Computing & Business Department - e-mail: admin@winsfordacademy.org.uk or tel: 01606 592300.

For an informal visit to the school please contact Lorraine Bogue on 01606 595916 or email lorraine.bogue@winsfordacademy.org.uk

We are also committed to safeguarding and promoting the welfare of children and young people and appointments are made subject to enhanced DBS disclosure.