

Why join the CE Academy? Letter from the Headteacher

Dear Candidate

Thank you for your interest in the role of teacher at the CE Academy. We hope this application pack provides you with an insight into life at our academy and will encourage you to apply for the role.

CE Academy is a multi-sited AP Academy providing Alternative Education for young people who are either permanently excluded from school, at risk of permanent exclusion from school, or pupils with emotionally based school avoidance. We also respond to the educational needs of pupils with EHC Plans who would otherwise be attending specialist provision.

The CE Academy works with at least 220 pupils a year. Provision for permanently excluded Key Stage 4 pupils comprise: Forest Gate Campus (Corby), Cromwell Campus (Northampton), Overleys Campus (Northampton), Fairlawn Campus (Wellingborough) and London Road Campus (Kettering). William Knibb Campus (Kettering) and Spring Gardens Campus (Wellingborough) are provisions for Key Stage 3 pupils. Our London Road Campus and Chiltern House Campus (Northampton) are available for Individual Tutors to use with their pupils.

Staff usually work in two sites. Post holders are expected to have transport and be prepared to work from any campus, although we do take individual circumstances into account.

We maintain positive expectations of the behaviour and performance of every pupil and foster an atmosphere of mutual respect between pupils and staff. We also promote the right to fail.

Please contact our County Office if you have any questions or require any further information.



James Thomas
Headteacher

Teacher to GCSE Level - suitable for NQTs (ECTs)

39 weeks per year/full time/term time only

MPS/UPS £30,000 - £46,525 + SEN Allowance (negotiable)

The CE Academy is part of a highly successful trust called Tove Learning Trust (TLT).

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Due to the planned expansion of our provision within the County we are now looking for a talented and committed teacher to join our team of staff.

The successful candidate will:

- Maximise the educational opportunities for pupils excluded, or at risk from exclusion from schools.
- Support pupils and parents/carers in maximising effective learning.
- Collaborate with colleagues and professionals to maximise opportunities for young people.
- Have the opportunity to make a significant difference in young people's lives.

Staff are offered an extensive induction programme and further training.

Additional responsibilities within the inclusion team could be available for the right candidate.

We are very well supported by TLT, benefiting from excellent networks across the Trust for staff collaboration, and continued training and professional development. The Trust schools have a shared vision and purpose: to deliver outstanding educational experiences that lead to inspiring outcomes. Each academy has a strong individual identity and tailors their educational provision to serve their local community.

As travel is required between sites, applicants must have access to a reliable means of transport in order to carry out their duties. CE staff may be required to work from any CE Academy campus. There may be a requirement to travel throughout the county, transporting children where necessary and this requirement may be at short notice.

Candidates must be eligible to live and work in the UK.

The Trustees of Tove Learning Trust are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

How to apply

PLEASE NOTE: Candidates are welcome to visit and meet a member of our Senior Leadership Team at one of our campus sites. To arrange a visit please telephone the County Office on 01604 239734.

An application form is available on our website at <https://www.ce-academy.org> along with other information relevant to this post.

Please note: only applications using the CE application form will be considered. Please ensure your application form and covering letter includes examples of your experience and how you meet the criteria outlined in the job description and person specification.

If you submit an electronic application we will not require a hard copy. CVs are not accepted. Hard copies should be posted to the address below. Further information requests or completed applications should be sent to:

Kinga Sek, Finance/Admin E: recruitment@ce-academy.org T: 01604 239734

Job Description

Role	Teacher to GCSE level
Responsible to	CE Academy Headteacher/SLT
Location	CE countywide. To work in more than one campus and may be asked to teach in any of the CE campuses across the County or any venue supporting pupils.
Hours	Full time
Grade/Paypoint	MPS/UPS £30,000-£46,525 + SEN Allowance (negotiable)

Job Context

Acting as Teacher to enable the CE Academy to meet its statutory duty to provide full-time education for young people who are: permanently excluded from school, at risk of permanent exclusion from school, pupils with emotionally based school avoidance and pupils with EHC Plans who would otherwise be attending specialist provision.

Key Responsibilities

- Supporting pupils and parents/carers in maximising effective learning and inclusion for pupils.
- Maximising the educational opportunities for pupils excluded, or at risk from exclusion from schools.
- The responsibility of a teacher will include teaching, supporting pupils and promoting the philosophy and development of inclusion.
- To deliver a specialist support teaching service to schools, parents and children in accordance with the aims of the service.
- To ensure the development and maintenance of high quality professional input.
- To liaise with other agencies and services relevant to service delivery.

Specific responsibilities

Responsibility Area 1

- Shared responsibility as member of a curriculum group and to develop areas of specialist teaching input.
- To undertake professional development benefiting individual and CE practice.
- To provide high quality assessment, teaching, support and advice to pupils, schools, parents and carers with particular reference to behaviour management.
- To provide a service which operates within national and local guidance for pupils with emotional and behavioural needs.
- Monitor and evaluate the effectiveness of pupil programmes. Prepare reports and maintain records as requested by members of the Senior Leadership Team.
- To make a significant contribution to implementation of procedures and processes for the self-evaluation of all aspects of CE.

Responsibility Area 2

- Follow the Academy's financial systems as appropriate.
- When national agreements are in place, participate in the agreed appraisal and performance management systems for teachers and ensure that professional development needs are identified and that agreed professional development activities are undertaken.
- In all areas of work have regard to the Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

Responsibility Area 3

- Seek the support and guidance of SLT/mentors when the issues lie outside the knowledge base or experience of the teacher.
- Develop and produce assessment and teaching resources.
- In collaboration with the examinations co-ordinator, arrange and administer examinations.
- To promote and ensure equality of opportunity and inclusion in education for all pupils.
- To act as Key Tutor to a number of pupils.

Responsibility Area 4

- To ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and to comply with policies and procedures relating to health and safety within the CE Academy.
- To carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post.
- To travel throughout the county, transport pupils where necessary, often at short notice.
- Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
- This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities. Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and visitors to share this commitment.

Person Specification

Job Title	Teacher	Essential	Desirable
Education and Qualifications			
<ul style="list-style-type: none"> ▪ Teaching qualification or other relevant qualifications or experience (at least 1 year successful experience working with disaffected young people in an education environment) 		✓	
<ul style="list-style-type: none"> ▪ Current driving licence, access to own car and agreement to use it for work purposes 		✓	
<ul style="list-style-type: none"> ▪ This post requires satisfactory clearance of a DBS disclosure 		✓	
Experience			
<ul style="list-style-type: none"> ▪ Experience of working with young children in a similar environment 		✓	
<ul style="list-style-type: none"> ▪ Experience of problem solving and finding solutions within policies and guidelines 		✓	
<ul style="list-style-type: none"> ▪ Experience of making decisions using statutory guidance 		✓	
<ul style="list-style-type: none"> ▪ Evidence of successful and recent class/group teaching responsibility to GCSE or equivalent vocational level 		✓	
<ul style="list-style-type: none"> ▪ Experience of managing problematic pupil behaviour in school 		✓	
Knowledge and Skills			
<ul style="list-style-type: none"> ▪ Effective classroom teaching, management and organisation, especially of difficult/disruptive pupils 		✓	
<ul style="list-style-type: none"> ▪ Effective team and independent working 		✓	
<ul style="list-style-type: none"> ▪ Collaborative work 		✓	
<ul style="list-style-type: none"> ▪ Management responsibilities 		✓	
<ul style="list-style-type: none"> ▪ Multi-professional work 		✓	
<ul style="list-style-type: none"> ▪ Ability to prepare and deliver appropriate curriculum using a range of teaching styles and methodologies 		✓	
<ul style="list-style-type: none"> ▪ Good interpersonal/communication skills 		✓	
<ul style="list-style-type: none"> ▪ Able to use variety of strategies and approaches, including behavioural and interactive 		✓	
<ul style="list-style-type: none"> ▪ Entitlement and needs of all pupils 		✓	
<ul style="list-style-type: none"> ▪ Relevant curriculum knowledge to match CE needs 		✓	
<ul style="list-style-type: none"> ▪ Good interpersonal skills and skills in conflict resolution 		✓	
<ul style="list-style-type: none"> ▪ Able and willing to offer transport to pupils as appropriate 		✓	
<ul style="list-style-type: none"> ▪ Belief in the intrinsic worth/value of all pupils, their parents and colleagues 		✓	
<ul style="list-style-type: none"> ▪ Belief in high standards 		✓	
<ul style="list-style-type: none"> ▪ Clear commitment to the CE Academy ethos 		✓	
<ul style="list-style-type: none"> ▪ Commitment to professional development 		✓	

▪ Flexible, adaptable and responsive	✓	
▪ Negotiative and collaborative	✓	
▪ Problem solving	✓	
▪ Realistic	✓	
▪ Positive	✓	
▪ Ability to work under pressure	✓	
▪ Assertive and supportive	✓	
▪ Purposeful, persistent, thorough, stable and reliable	✓	
▪ Ability to relate and communicate effectively with people and work well with them	✓	
▪ Sense of humour and proportion	✓	
▪ Tolerance	✓	
▪ Enthusiasm and stamina	✓	
▪ Trustworthy, dependable and discreet	✓	
▪ Ability to plan, prioritise, negotiate and evaluate		✓
▪ Empathy for the perceptions of others		✓
▪ Assessment and recording techniques		✓
▪ Behavioural approaches and techniques		✓
▪ Current educational thinking and legislation		✓
▪ Quick learner Contributor		✓
▪ Tactful		✓
▪ Broadminded		✓
Personal Attributes		
▪ Work in accordance with the Trust's values and behaviours	✓	
▪ Eligible to live and work in the UK	✓	
▪ Willing to work flexibly in accordance with policies and procedure to meet the operational needs of the Trust	✓	
▪ A commitment to continuing personal development and training	✓	
▪ A commitment to safeguarding and promoting welfare of children and young people	✓	
▪ Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs	✓	

Key Tutor Role

Every young person attending the CE Academy has a Key Tutor. This is fundamental to ensuring the ethos of CE and in developing positive relationships and attitudes at all times. The aim is to ensure an interactive relationship leading to positive outcomes in relation to the 'Help Children Achieve More' agenda. The process should improve the quality of relationships and actively encourage a more consistently positive attitude.

This is an important role. Key Tutors are responsible for ensuring a holistic approach to working with the young person. It is a way of ensuring that for each pupil someone is responsible for overseeing progress and will act promptly, should it become necessary. In essence it describes many of the aspects of the role that make the CE Academy a professional service.

Any member of staff may act as a Key Tutor but teaching staff are expected to do so. Non-teaching or non-contracted staff will be given additional support to ensure they feel confident. In some cases a shared or partial responsibility may be appropriate. The Headteacher initially allocates Key Tutors but pupils and staff may negotiate for change if that becomes appropriate. SLT will monitor progress through the usual case supervision.

Key Tutors will:

- 1 be responsible for co-ordination, communication, administration, monitoring and negotiation on behalf of the pupil and the CE Academy;
- 2 give pupil support, mediation and guidance;
- 3 develop a positive relationship with the young person and their family/parents/carers;
- 4 ensure the appropriate communication of information and liaison with those concerned (pupil, parents/carers, staff, other services/agencies etc);
- 5 be up to date with the case at all times;
- 6 check and complete admission procedures;
- 7 monitor and evaluate progress on IEP, including negotiating targets and ensuring staff awareness of them;
- 8 review and update Generic Risk Assessment as and when necessary;
- 9 complete and monitor individual pupil timetables;
- 10 attend relevant meetings;
- 11 conduct home visits;
- 12 monitor attendance; follow up non-attendance (in accordance with CE policy);
- 13 ensure accurate up-dated records including Achievement Files;
- 14 monitor progress of assessments (including any 1996 Act assessment procedures);
- 15 manage practical detail of agreed careers action plan including work experience eg ensuring college and job application forms are completed;
- 16 liaise with exam co-ordinator re exam entries and arrangements;
- 17 support reintegration as negotiated with SLT and described in CE procedures
- 18 monitor key pupil work experience placements, including visiting placement;
- 19 follow progress re key pupil destinations or if necessary offering practical support at least up to two terms following pupil leaving date (Christmas of the year the pupil leaves);
- 20 complete regular high quality reports to parents/carers;
- 21 ensure birthdays are celebrated within CE with a cake and card (weekday birthdays only) – this will foster feelings of belonging and will encourage attendance at school on birthdays;
- 22 ensure always have key pupils' contact details available for snow days etc.

Statement of Ethos

Equal rights

The CE Academy regards all people as valuable individuals with equal rights. This implies that at all times positive action will be undertaken to ensure that all people within our area of influence feel supported and valued. This allows their strengths to be enhanced even when individual actions are rejected as inappropriate.

Self-respect

All people have the right to retain their self-respect at all times. There must be an empathy and delicacy of interaction. Relationships with the vulnerable must be carefully pursued to avoid putting them down, perhaps unintentionally. Positive attitudes will engender partnership in the enterprise of education. There will be consistent elements of consultation and negotiation for everyone.

The right to fail

Each member of the CE Academy community has the right to fail. The only way to avoid failure is to avoid doing anything.

Decisions that affect you

People have the right to be involved in decisions that affect them. Honest generous and kind communication is crucial to the integrity of all. Care will be taken to ensure that personal space is not invaded particularly at an emotional level but staff will also be open to the needs of pupils to communicate their thoughts, feelings and experiences in an atmosphere of acceptance.

What is the CE Academy?

The CE Academy is an educational provision. It believes that learning at a level that promotes intellectual growth is crucial to the enhancement of self-esteem. This is achieved through a rigorous approach to the provision of curriculum of a high quality that stimulates and engages its participants.

Equal rights to access education

The CE Academy believes that each pupil has an equal right to access education. This enables their best development so equipping them to grow purposefully into the responsibilities of adulthood.

Promoting a purposeful environment

The CE Academy promotes a purposeful environment. It provides opportunities for pupils to flourish within the safety of a structured framework that provides clear roles for all concerned. The framework empowers staff and pupils to take the risks necessary to change by sharing a negotiated learning experience. As part of this process consequential behaviour provides a focus for personal growth into an acceptance of the equal rights and responsibilities of all individuals.

Positively assertive and non-aggressive

The CE Academy approach is positively assertive and non-aggressive. While aggressive confrontations are regarded as unhelpful, it is acknowledged that many of our community will take time to come to terms with this. Mistakes will be made. Personal styles are taken into account and strategies are taught through mediation so that unnecessary confrontation can be better avoided in the future.

The CE Academy believes that it is within an atmosphere of rigour and positive acceptance that all are most likely to flourish and develop to their fullest potential. Staff are expected, pupils are encouraged, to fulfil and promote by example the ethos of the Service.
