



# Candidate Information Pack

Teacher of English  
The Birley Academy, Sheffield



L.E.A.D. Academy Trust



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## Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

**Diana Owen CBE**

**Chief Executive Officer**





L.E.A.D. Academy Trust  
comprises of:

**23**  
primary

..... and .....

**3**  
secondary  
academies

..... across .....

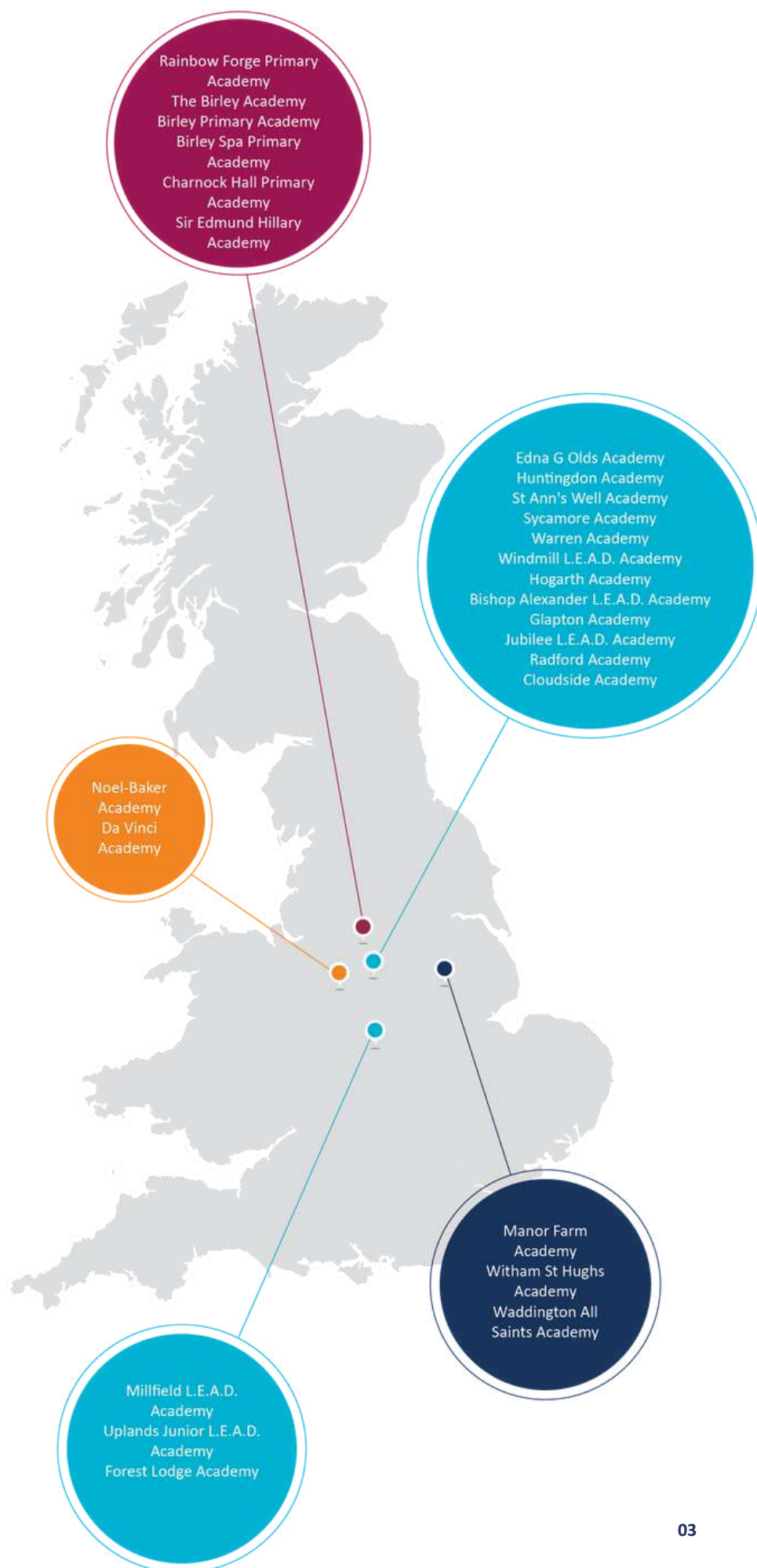
**5**  
geographical  
regions

..... with .....

**11,000**  
pupils

..... and .....

**1,500**  
members  
of staff



## Our Academies

### Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a ‘can-do’ attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

*"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."*

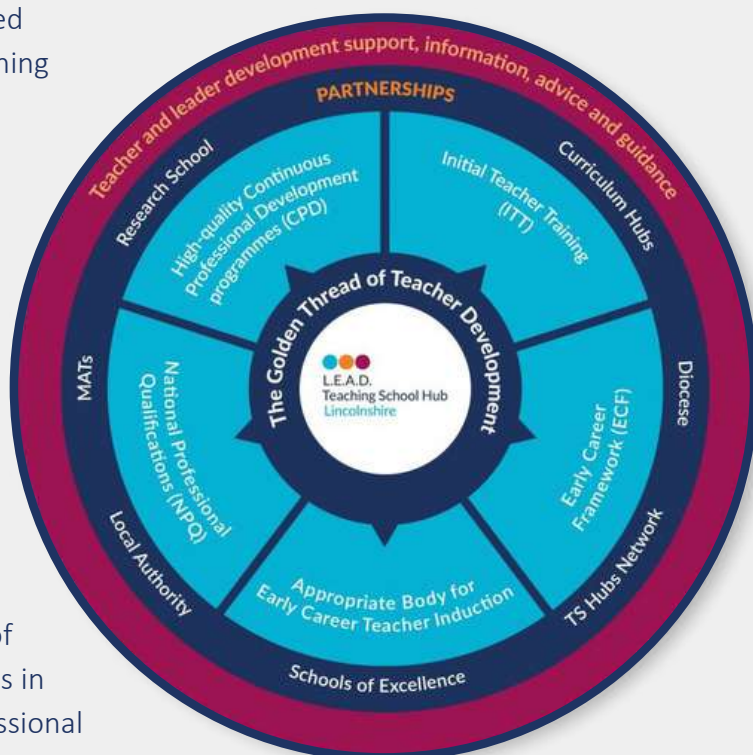
Witham St Hughs  
Academy  
Ofsted Report, 2012

## L.E.A.D. Teaching School Hub

**‘Working together to lead the highest outcomes for all.’**

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.







## About us

The Birley Academy is a popular secondary academy situated in the south east of Sheffield. We have a modern building set on a pleasant campus and enjoy excellent facilities.

The acronym L.E.A.D. embodies the four core principles at the heart of the trust: strong **leadership** at every level; **empowering** every student to aim high; giving every student the opportunity to **achieve** and constantly **driving** for improvement. At The Birley Academy, this is at the heart of everything we do.

## Our students

Our students are amazing; they are hugely rewarding to work with and very capable of fantastic achievements. By supporting teaching practitioners and the senior leadership team, you will help to ensure students receive the best education available.

## Strategic and supportive leadership

The senior leadership team have a clear strategic plan for the academy. As a group of leaders, we strive for continual improvements in standards and to provide the best learning experiences for all students. We are firmly focused on making the academy the best it can be. Every member of staff works tirelessly to ensure that learning is relevant, purposeful, engaging and rewarding.

We offer an excellent professional development package aimed at supporting staff at every stage of their career. We work with partners such as L.E.A.D. Teaching School Hub and Learn Sheffield, as well as a host of other nationally recognised providers.

If you join our team, you will be part of a group of enthusiastic and dedicated professionals who believe in the power of learning to shape and change the lives of young people.



Diarmaid Casey, Acting Headteacher





## Our vision and values

**We believe that our students are entitled to nothing but the best.**

At The Birley Academy we challenge ourselves to always **strive for more**. It is our aim to ensure that students are **ready, respectful and resilient**. We believe that instilling these values will help all to **succeed in life**.

Our vision is simple: to ensure that we constantly challenge ourselves and our students to aspire to our very best, enjoying learning and being active members of the learning community. As part of the L.E.A.D. Academy Trust, we work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our students.

## Working at The Birley Academy

Working at The Birley Academy is an incredibly rewarding and fulfilling experience.

Here is what you can expect:

- **Inclusive and supportive environment:** Our academy is dedicated to creating an inclusive and welcoming atmosphere for all staff and students. You will find a strong sense of community and collaboration here, where everyone is valued and supported.
- **Passionate and dedicated colleagues:** You will be supporting a team of passionate and dedicated educators. Collaboration and sharing best practices are highly encouraged.
- **Professional development:** You can expect opportunities for training, workshops, and access to resources to enhance your skills and career development.
- **Strong leadership:** Our academy is led by experienced and supportive leaders who are committed to fostering a positive work environment and ensuring the academy's success.
- **Community involvement:** The Birley Academy is deeply rooted in the local community, and you will have opportunities to engage with parents, guardians, and community members to build strong partnerships.
- **Work-life balance:** We recognise the importance of maintaining a healthy work-life balance and offer support in achieving this; staff well-being is a top priority.
- **Challenging and fulfilling work:** Working with 11-16 year olds is incredibly fulfilling. You will have a direct impact on their educational journey and personal growth.
- **Celebration of achievements:** We celebrate both staff and student achievements, big and small. Recognition and appreciation for hard work are part of our culture.

*“Leaders are  
dedicated to  
ensuring pupils  
are safe and well  
cared for.”*

*Ofsted report, March 2023*





## Benefits of being part of L.E.A.D. Academy Trust for teaching staff

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

### Employee benefits from day 1

1. National teacher pay and conditions, including generous TPS scheme with minimum 23% employer contribution rate.
2. Superb CPD opportunities via various established routes including dedicated Teaching School Hub.
3. Access to Trust EAP service: 24/7 free advice on range of issues and wellbeing counselling.
4. Free eyecare vouchers and flu jabs.
5. Access to free Occupational Health Service, including physiotherapy service.
6. Access to free staff discounts and cashback for a huge range of products.

### Ofsted feedback

*"Leaders and staff are highly ambitious for all pupils. They take their responsibility to the pupils and the community very seriously. This is seen in their careful work to develop a knowledge-rich curriculum that promotes character development and raises aspiration."*

**Radford Academy Ofsted Report, Jan 2023**

*"Staff feel that leaders are considerate of their well-being. They talk about leaders being approachable."*

**Bishop Alexander Academy, March 2023**

*"Staff value the training that they have had and the time to develop subject leadership roles. Teachers at the early stage of their career feel well supported and valued as members of staff."*

**Forest Lodge Academy, June 2022**





## How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to: [hr@birleysecondaryacademy.co.uk](mailto:hr@birleysecondaryacademy.co.uk)

**Closing date:**  
**Monday 29 January at 9.00am**

Interviews are expected to take place on  
Friday 2 February 2024.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email:  
[hr@birleysecondaryacademy.co.uk](mailto:hr@birleysecondaryacademy.co.uk)





## Job description

### Key responsibilities and accountabilities

## Teacher of English

As Teacher of English at The Birley Academy, you will exemplify excellent classroom practice that results in high standards of learning and achievement for the pupils in your care. This includes promoting a culture of excellence, equality and high expectations that support the L.E.A.D. Academy Trust values.

**Pay scale: MPS/UPS**

### Responsible to:

Curriculum Leader - English

## Duties and responsibilities

### 1. Teaching and learning

- Set high expectations for all pupils/students which inspire, motivate and challenge pupils/students.
- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote excellent learning behaviours in the pupils/students so that they work hard in the academy and in completing tasks set for homework.

### 2. Promote good progress and outcomes

- Be accountable for all pupils/students' attainment, progress and outcomes assigned to them.
- Be aware of pupils/students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils/students to develop study skills in order to learn more effectively and with increasing independence.



### 3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain pupils/students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5. Adapt teaching to respond to the strengths and needs of all pupils/students

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages.
- Have a clear understanding of the needs of all pupils/students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.

## 7. Behaviour and safety and personal development

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils/students' needs in order to involve and motivate them.
- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Promote British values, equalities and pupils'/students' spiritual, moral, social and cultural development.

## 8. Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil/student progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Headteacher.



## 9. Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

## 10. Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

## 11. Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.

## 12. Resource management

- Responsibility for the safe use and safe keeping of academy and Trust resources in line with the requirements of the role.





### 13. Influencing and managing relationships

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities. Job descriptions are reviewed periodically and update from time to time in line with requirements.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.



*"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."*

**Rebecca Riley, Head of School,  
Huntingdon Academy**



## Person specification

The person specification listed below outlines the competencies, knowledge, and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

Section	Item description	E	D
<b>Qualifications and Attainments</b>	Qualified teacher with QTS or recognised equivalent	E	
	Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant)	E	
<b>Skills and knowledge</b>	Ability to create a stimulating and safe learning environment.	E	
	Ability to establish and maintain a purposeful working atmosphere	E	
	Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught	E	
	Ability to assesses and record the progress of pupils learning to inform next steps and monitor progress	E	
	Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom	E	
	Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles	E	
	Ability to deploy a wide range of effective behaviour management strategies	E	
	Ability to demonstrate current knowledge and understanding of national and local education issues		D
	Ability to contributes to a culture of collaborative working to develop professional practice	E	



## Person specification

The person specification listed below outlines the competencies, knowledge, and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

Section	Item description	E	D
Experience	<b>Demonstrable understanding of:</b>		
	<ul style="list-style-type: none"> <li>The developmental, emotional, social and educational issues of children and young people</li> </ul>	E	
	<ul style="list-style-type: none"> <li>Awareness of the range of needs of children within the classroom</li> </ul>	E	
	<ul style="list-style-type: none"> <li>Keeping children safe</li> </ul>	E	
	<b>Proven experience:</b>		
	<ul style="list-style-type: none"> <li>Experience within teaching environment at relevant age level</li> </ul>	E	
	<ul style="list-style-type: none"> <li>Recent experience in work with children and families</li> </ul>	E	
	<ul style="list-style-type: none"> <li>Management Information Systems e.g. SIMS, G4S, MyConcern</li> </ul>		D
Personal Attributes	Approachability, enthusiasm and creativity	E	
	Honesty and integrity	E	
	Discretion	E	
	Patience, tolerance and sensitivity	E	
	Flexibility	E	
	Resilience	E	
	Organisational skills	E	
	Commitment to make a difference	E	





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The person specification listed below outlines the competencies, knowledge, and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

Section	Item description	E	D
Additional Requirements	This role is subject to an enhanced DBS	E	
	May be required to travel to other Trust locations or third party services as part of this role	E	
	Hold a driving licence and have access to own vehicle		D



# The Birley Academy

**A L.E.A.D. Academy**

The Birley Academy  
Birley Lane  
Sheffield  
S12 3BP



**Email:**

[hr@birleysecondaryacademy.co.uk](mailto:hr@birleysecondaryacademy.co.uk)



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