

Dear applicant,

Thank you for your interest in applying for a position at Chorus Education Trust.

At the heart of our Trust is the belief that every child deserves the very best education and can achieve beyond their expectations. This is embodied in our ethos, 'Outstanding achievement For All'.

You can read more about our approach and our individual schools within this pack. In essence, we believe that schools can work together, bringing their collective expertise to benefit everyone. We have been doing this for years through our Teaching School – one of the biggest in the country, training over 100 trainees every year.

We have built upon this success to establish the only national SCITT (School Centred Initial Teacher Training) for modern languages, working with colleagues across the country in both state and independent schools to bring additional language teachers into education.

As a leading provider of NQT Induction and professional development for all staff – including subject specialism and middle leader training, we believe we can support you through every stage of your career. Our challenge is to make your experience within Chorus Education Trust so good that you'll never want to leave. We want to grow teachers and leaders who can spread their excellence across all of our schools, supporting colleagues and inspiring students.

I hope you share our vision for education and will apply to work with us soon.

If you require further information about the Trust and its schools please visit our website at:

[www.chorustrust.org](http://www.chorustrust.org)

With very best wishes,



**Roisin Paul**  
Executive Headteacher



## About Chorus Education Trust

We are a growing Trust, committed to providing every child with the best education possible in both primary and secondary schools across South Yorkshire and Derbyshire.

Our founding school, Silverdale secondary comprehensive, is an Outstanding school, recently voted Top State School in the North by the Sunday Times. We also lead Westfield School in the south-east of Sheffield, which is due to officially join our Trust imminently.

Other secondary and primary schools are in the process of joining the Trust, and the aim is to develop a Trust across Sheffield and the Peak District with geographical hubs. The vision of the Trust is 'Outstanding Achievement for All'.

All appointees will be given a primary place of work but may be required to work at any site within the Trust in the future.

### **An outstanding education should not depend on your postcode**

We believe that every child in our region deserves the best education possible, and we know that there is outstanding expertise across our region that can be harnessed to make this happen. That means drawing on one of the biggest strengths in the education world – the willingness to share, support and collaborate.

Working with both primary and secondary schools in South Yorkshire and Derbyshire, we are working to build a Trust that provides the very best education for young people, where ever they live.

### **Together we are stronger**

All schools are facing financial challenges and we believe that, by coming together, we can build resilience that just wouldn't be possible on our own. As well as achieving economies of scale for schools by purchasing goods and services as one organisation, we provide a range of central services at extremely competitive costs. You can see the full list here. We also have expertise in fundraising and income generation, to ensure that schools can bring in additional funding.

### **You don't have to like the academies programme to like us!**

We know that the academies programme isn't everyone's preferred way of delivering education. However, it is the direction of travel for the foreseeable future. So we are very keen to build a collaboration of schools in our region, rather than have it 'done to us' by a national chain with limited understanding of the local area.

### **Choose your own destiny**

We know that every school brings expertise that we can all learn from. So we want the schools that join us to help shape our Trust. We don't believe in moulding every school to one template. Instead, we want our schools to contribute to the long term development of the Trust.

### **We know education**

At our heart is the Sheffield Teaching School Alliance, which trains over 100 teachers every year, runs a range of CPD courses and runs the only national SCITT (School Centred Initial Teacher Training) for modern languages. We work with over 150 schools and have built a trusted reputation for training and developing teachers. We bring this expertise and experience to inform our work across the Trust.

### **You can be aspirational and inclusive**

We believe that every young person has the capacity to achieve beyond their expectations. We go to great lengths to keep students in school, by developing a strong, inclusive environment and investing in teams of dedicated, professional staff.

# Silverdale School



Silverdale School is a highly popular and high-achieving 11-18 comprehensive in the south west of Sheffield. The school has been completely rebuilt (PFI) in the first phase of Sheffield's Building Schools for the Future programme.

The school is attractively situated on a single site in 17 acres of grounds within the south western area of the city, and enjoys extensive views over Sheffield and the surrounding countryside. The school has an Integrated Resource Unit for Profoundly Deaf children which is staffed by teachers from the Sheffield Service for Sensory Impaired Children.

## Aims

The school has high expectations of all its pupils.

Our aim is to work in partnership with pupils and parents, and to provide education in a caring and supportive environment that allows each individual to develop morally, spiritually, physically and intellectually at the pace and in the direction which suits each pupil best so that the highest possible standards may be achieved. The school also works closely with employers and other schools and colleges.

We regard standards of behaviour as being of great importance. The school is concerned that its curriculum should both reflect and give value to the diversity of the pupil community and prepare pupils to take their place in a multi-cultural society. The school is committed to equal opportunities for all. The school aims to safeguard all its pupils so that they experience school as a safe and secure environment in which to learn.

## Admission

The school has approximately 1,295 pupils including 410 in the Sixth Form.

In recent years the number of applications for admission to Silverdale has exceeded the admission limit, approximately 180 pupils are admitted each year to Year 7, who are placed in 6 mixed ability classes.

The Sixth Form is also popular with a large number of Y11 pupils progressing to post-16 education. Approximately 35 post-16 places are available each year to students not attending Silverdale.

## Facilities



The new building (occupied in January 2009) provides full access for all students and is a fully inclusive environment. Through its design features, it supports:

- Innovative and flexible teaching and learning: with large, fully equipped classrooms and other, more informal study environments, (particularly for older students) which all promote learning as a stimulating and enjoyable experience.
- Inclusion: an integrated support centre at the heart of the school enables

students to become independent learners. The integrated resource provision for the profoundly deaf is fully integrated into the fabric of the school, making it possible for every member of the school community to feel valued and included. Access to all areas is ensured and the site enables co-ordination of the SEN and mainstream elements of the school, thus enhancing provision and better meeting the needs of all the young people.

- Behaviour management and supervision: The creation of wide corridors and stairways and social areas for students support a sense of calm. These facilities have a positive effect on pupil attitudes to school and assist staff in ensuring efficient pupil movement and levels of punctuality.
- Departmental Areas: each has its own resource area and accommodation for staff work spaces. Classrooms and other, more informal learning spaces are adaptable to allow for flexibility in teaching and learning styles, cross curricular work, a differentiated curriculum and access to ICT, enabling everyone to have full access.
- Provision for ICT: the new building provides a range of flexible areas supported by wireless technology. Interactive whiteboards and digital projectors are in all learning environments and facilitate a range of delivery styles. The technology supports remote learning: enabling lesson plans, schemes of work, homework and assessments to be accessible at home as well as at school.

The facilities provided evoke a sense of pride in the school. They enable all students to access a wide curriculum offer in an environment and ethos conducive to learning.

### **Pastoral Care**

Our pastoral and support system is based on form and key stage groupings. Each form belongs to a key stage group with a Form Tutor, Pastoral Manager and Key Stage Leader to monitor attendance, work progress, behaviour and achievements. We offer support and guidance in these teams from Years 7 to 11. The Key Stage Leaders are supported and managed by the Assistant Heads, and a Pastoral Administration Assistant. In Years 12 and 13 there are Form Tutors, supported by the Head of Sixth Form, Y12 and Y13 Leaders, Key Stage 5 Support Officer and Administration Assistant. Here, guidance and support are given on academic progress, university and Post-18 selection and application; in addition to a wide range of activities including prefect duties and community service and a PSHE and Key Skills programme.

We work closely with parents, outside agencies and feeder schools. We believe in keeping parents informed through regular reports, a Parents' Evening, Choices Evenings in Years 9 and 11 and welcoming evenings for Years 6 into 7. We welcome contact with parents at any time. Each pupil manages their homework via an app (available on a smartphone, tablet or PC). Parents can also view this app, where attendance, punctuality, and achievements are also recorded.

We have a high profile Anti-Bullying policy and good behaviour is expected and rewarded with unacceptable behaviour checked promptly according to the school's sanction ladder.

### **Curriculum Organisation**

Pupils who join year seven from primary schools are placed in all-ability classes for teaching, registration and tutor purposes.

The timetable for Years 8 and 9 is constructed to allow setting in some subjects (i.e. the placing of pupils in teaching groups consisting of similar ability).

The Year 10 and 11 option programme provides a common core experience for all pupils and an opportunity for some specialisation. Pupils study 10 subjects aimed at external examinations. All pupils have the opportunity to take GCSE English, Maths and Science and the vast majority of pupils

take at least one foreign language at KS4. It is possible for students to take two foreign languages to GCSE, three separate Sciences and to access the English Baccalaureate, as appropriate to their needs and abilities.

Pupils who need individual attention, especially in English and Mathematics, may be withdrawn from class lessons to be taught by specialist staff at anytime during the five years. The aim of this is always to prepare the pupil for a return to mainstream classes as soon as possible. Support is also provided for individual pupils in lessons where appropriate.

### Sixth Form

## SILVERDALE SIXTH FORM

Silverdale's Sixth Form offers two year courses to students who wish to continue their studies beyond Year 11. A wide range of A-level and BTEC courses are offered which maximise career opportunities and meet the specific requirements of any Higher Education courses for which they may be aiming.

A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, volunteering and many other options.

The stay-on rate to the sixth form is very high (about 60% regularly stay on into the sixth form at the school). Most of these students go on to gain university places. The school provides an extensive programme of one to one support and advice for sixth formers, including a university preparation interview in Y12 and help with UCAS application at the beginning of Y13. Post A-level advice is also provided. The school has close links with a number of Oxbridge colleges and a high success rate in obtaining Oxbridge places.

### Curriculum Enrichments

Curriculum Enrichments are available to all pupils. Y10 pupils have two weeks of work experience. Optional enrichments include: a very wide range of P.E. activities, including opportunities for inter-form sports competitions, school teams and clubs; annual ski trips; annual drama productions; music concerts and activities; French exchanges; language intensive courses abroad; home stay visits in Spain; Christian Union; a range of Student Voice activities including an Executive School Council; work shadowing; work experience abroad for all A-level linguists; Young Enterprise and mock interviews for Sixth Formers.

All year 11 students receive a Record of Achievement and Experience which contains a personal account of their work experience and enterprise experience, tutor and personal statements, as well as their other achievements and experiences.

### Examination Results

In 2017-18, our provisional Progress 8 score is +073 – our best yet!

Overall, our A-level ALPs score is 2. This means that the progress our students make at A-level is in the top 5% of the country.

In 2017-18 30% of our students achieved all A\*/A grades. 67% of all grades are A\*-B.

### Management

The Leadership Team consists of an Executive Headteacher, a Head of School, 2 Deputy Headteachers, 2 Assistant Headteachers and a Trust Business & Development Manager.

The School has an agreed Equal Opportunities Policy and a Special Needs Policy statement. The School has previously achieved Investors in People status.

The Head of School report to the Executive Headteacher of Chorus Education Trust.

The Management of the school aims to be open and inclusive, encouraging every member of staff to contribute fully to the life of the school and to their own professional development.

### **Governance**

The Local Governing Body meets frequently and has a cycle of committees covering Finance and Resources, School Improvement, and Safeguarding and Inclusion. The Parent Governors are keen to hear parental views and respond to their needs.

The Local Governing Body report to the Chorus Education Board of Trustees.

## Westfield School



Westfield School is on the cusp of achieving great things. Over the last year leadership has been under Chorus Education Trust – an inclusive and aspirational local Trust that is drawing on the very best teaching and learning across South Yorkshire and Derbyshire. The school is due to formally join the Trust imminently.

With solid foundations in place, a new Head of School is working with staff to ensure that the Trust's ethos of 'Outstanding Achievement for All' is at the core of all work at Westfield. The school has a strong tradition of inclusion, whilst aspiring for the very best education, opportunities and results possible for all students.

This is a school where, if you have the passion, talent and commitment, you can make great progress. It is a happy school with supportive and willing staff, students and parents. It has excellent facilities, particularly for sport – with a sports centre (including swimming pool), which are free for staff to use.

The school is an 11-16 comprehensive with over 1,000 students on roll, located in the south-eastern suburbs of Sheffield. It sits within the centre of its catchment area and enjoys excellent, modern facilities. There is easy access to the M1 and Sheffield City Centre.

As a learning community Westfield recognises that staff are entitled to develop and progress. We are able to draw on our partnership with the Trust's teaching school, the Sheffield Teaching School Alliance, to develop our staff and offer them extensive professional development opportunities.

Chorus Trust also offers Westfield students the opportunity to progress into their Sixth Form – where students this year achieved the best results of all state schools in Sheffield. Staff work in partnership across both schools, offering support and sharing expertise.

Strong partnerships with parents, our family of schools and wider community underpin our success. We are developing strong collaborations and much closer working with local primary schools and post-16 providers.

### Sixth Form

Westfield students have equal admissions to Silverdale students into Silverdale Sixth Form, providing they meet the admissions criteria. In 2017 Silverdale Sixth Form students achieved the top A-level results of all state schools in the city.

In 2018 the first 11 students from Westfield entered Silverdale Sixth Form. Chorus Trust also provides a subsidised bus direct between Westfield and Silverdale Sixth Form.

### Pastoral Care

Every student in the school is a member of one of our four Halls, each named after a local river.

- Don (red)
- Loxley (blue)
- Rivelin (yellow)
- Sheaf (green)

Our school logo reflects the colours of the four Halls. Students wear a tie that contains the colour of their Hall. They are allocated into a Hall when they first join the school and stay within that group until



they leave school in Year 11. Year 7 students with older siblings in school will normally be placed in the same Hall.

Students compete in inter-hall competitions such as the London Legacy Inter-Hall Sporting Competition and our school inter-hall Sports Day.

Students are also placed into an ARKS group within their hall. This 'family' of students will include approximately five students from each year group, from Year 7 to Year 11. This group is led by a Key Worker and its focus is enrichment and support.

Fifteen minutes at the beginning of each day is spent with this vertical ARKS group.

Vertical tutoring was introduced to help Year 7 students make a better transition to secondary school because from the outset they get to know older students who assist them in familiarising themselves with the school and daily routines.

The same Key Worker will support students as they go through school and will be able to provide excellent one-to-one advice and guidance throughout key points in the academic year. Vertical ARKS Groups enable younger students to learn from older students and older students get the opportunity to develop responsibility and leadership skills.

The ARKS Key Worker is pivotal in embedding this ethos through ARKS Time. ARKS Time is held at the beginning of each day for 15 minutes. Activities during ARKS Time reflect our ethos and Key Workers help the students in their care to be ready for learning each day so they can achieve and succeed.

A student's academic progress and pastoral care are monitored by a team of staff including the ARKS Key Worker (like a form tutor), Pastoral Manager and Head of Hall.

## Teaching and learning

At Westfield our vision is for outstanding achievement for all.

To achieve this, we must ensure:

- all lessons engage, support and challenge all students to make rapid and sustained progress.
- all teachers have a shared understanding of what constitutes outstanding teaching and learning.

The Teaching and Learning Policy has been redeveloped for 2017/18. The focus is on incorporating teaching principles that we believe encourage and will engage students in higher thinking and learning.

We have followed the DRICE educational model for this, which has been used nationally to escalate pupil progress for all students. At Westfield, teachers will aim to provide learning opportunities that:

- Deepen thinking.
- Role model learning.
- Impact on learning.
- Challenge expectations.
- Engage in learning.

By following this model, we have developed and instilled key principles of teaching and learning that as staff we aim to follow every day. More information regarding these can be viewed on the Teaching and Learning Policy.



By ensuring engaging and valuable learning experiences, we will ensure all pupils make rapid and sustained progress. In order to ensure this happens in every lesson, we have focussed more clearly on 6 key aspects of outstanding Teaching and Learning. These are:

1. Planning - At Westfield we must ensure that learning objectives and clear and *differentiated learning outcomes* are present in all lessons.
2. Engaging Activities - At Westfield we believe students should be *engaged* by the lesson as soon as they arrive at the classroom.
3. Modelling - We will *role model* learning processes to enable students to apply knowledge effectively and *challenge* themselves within learning tasks.
4. Application of knowledge – Pupils need to apply knowledge. The tasks will *deepen knowledge* and *challenge* students to *meet or exceed their targets* and should allow for progress to be measured through AFL strategies in place.
5. Challenge - Lessons at Westfield will *embrace challenge*, with students being consistently pushed to make *outstanding progress*.
6. Assessment for Learning - We must enable students to reflect on current progress and drive the understanding of how to *make further progress* through effective use of AFL (Self, Peer, Questioning).

## Attainment Results

The 2018 results were as follows:

### KEY STAGE 4 EXAM RESULTS 2018

- **Progress 8:** -0.49 (estimate)
- **Attainment 8:** 41.3
- **Pupils achieving a strong pass in English and Maths (Grade 4 and above):** 48%
- **Pupils achieving a strong pass in English and Maths (Grade 5 and above):** 31%
- **Pupils achieving a standard pass in the English Baccalaureate (Ebacc) combination of subjects:** 10.5%
- **Pupils achieving a strong pass in the English Baccalaureate (Ebacc) combination of subjects:** 6.5%
- **Pupils staying in post-16 education or entering employment:** TBC

## Curriculum Enrichments

At Westfield, we aim to nurture our pupils' talents and interests. A wide range of activities are put on at lunchtimes and after school which all students are welcome to participate in.

Departments also offer enrichment opportunities that allow pupils to experience their subjects beyond traditional classroom teaching.

### Sporting success

Westfield has a proud history of sporting success. We were previously a specialist sports college and are fortunate to have state of the art sporting facilities on our site. These include an indoor swimming pool, gym, sports halls and extensive outside pitches.

Last year was quite simply the greatest in the sporting history at Westfield. Not only did we achieve huge sporting success, we had huge attendance in after school sport and made a real difference in our community. And our PE department won the John Moss Award in Sheffield, earning us the title of PE Department of the Year!

The events ranged from athletics and gymnastics through to Key Stage 1 ball skills and Year 6 transition events. All of these events are led and driven by our Sports Leaders and last year they allowed over 3,000 young participants the chance to be active and competitive. Perhaps the highlight was our Olympic Torch relay. Ten schools were visited by our four Legacy Makers who brought with them a real London 2012 Olympic Torch. Each school gave the torch a Rio 2016 style welcome and presented the Legacy Makers a handmade Olympic Torch designed by a selected child.

What the schools produced was quite simply unbelievable. The quality of our Sports Leaders has been recognised by various external organisations. It speaks volumes that we have Sports Leaders involved in the Points Leadership Academy, the Sheffield Academy of Young Leaders and we have volunteers at events such as the British Athletics Championships and the UK School Games. Most recently Westfield was awarded Sports Leaders UK Academy status.

We also have one of the largest Sports Leaders' Academies in the city, with over 75 trained students from Years 7 through to 11. The school has built a culture where it is a genuine honour and a sought after position to be a Sports Leader. The Leaders are integral to what we offer within our community. Last year we ran 19 festivals and events and all nine of our feeder schools were involved.

## Sheffield Teaching School Alliance



Our Teaching School supports staff at every stage of their career - from initial teacher training, right through to middle, senior and executive leadership. We also provide subject specialism training.

The Teaching School grew from Silverdale School, was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance.

We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield and a fully developed programme of CPD for teachers. All of these activities provide opportunities for staff within our Trust to take on new roles and skills.

We work with over 50 schools in our School Direct network, which includes primary, secondary, special and the Peak District – training over 100 teachers every year. We are always looking for new partners and to deepen existing relationships.

Our Specialist Leaders in Education (SLEs) enable us to provide school-to-school support across the region. These roles provide excellent opportunities for staff in our Trust wishing to further their experience and skills.

## National Modern Languages SCITT



As a result of our success recruiting and training Modern Languages teachers through School Direct, we have worked with the Department for Education to establish a subject specific School Centred Initial Teacher Training (SCITT) provider for Modern Languages.

Our [National Modern Languages SCITT](#) represents a new partnership between the state and independent sector offering a wealth of experience and tremendous opportunities to train to teach in a wide range of contexts.

## **Key Stage Leader: Job Description**

### Salary Scale/Spinal Point:

MPR/UPR: TLR 1a

The awarding of a TLR at any level must satisfy the requirement that the responsibility is beyond that which would be expected of all classroom teachers

### Purpose of the Job:

In addition to the requirements of a class teacher, the postholder will:

- a) Take responsibility for the performance of all students within a Key Stage in order to promote 'Outstanding Achievement for All' and to promote the highest standards in student personal development and well-being.
- b) Analyse and be accountable for student progress/results in the Key Stage and coordinate additional intervention or support for targeted students if required.
- c) Support, hold accountable, develop and lead the pastoral team.
- d) Be a role model of professionalism and good practice
- e) Develop and enhance the teaching practice of others
- f) Ensure the provision of an appropriately broad, balanced relevant and differentiated curriculum for students across the Key Stage.
- g) Lead, manage and deploy teaching/support staff, financial and physical resources within the key Stage.
- h) Ensure the consistent application of Silverdale Policies and Procedures by all support staff and Form tutors across the key Stage.
- i) Lead and coordinate the transition of students from Y6 to Y7, Y7 to KS3, KS3 to KS4 and KS4 to post 16.

Responsible to:

Nominated member of Senior Leadership Team with allocated line management responsibility.  
Overall to the Headteacher.

Responsible For:

All teaching and support staff based within the subject area as agreed with the Headteacher and to assume overall responsibility for the Subject.

Employment Duties:

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document (STPCD) and within the range of teachers' duties set out in this document.

### LEADERSHIP & MANAGEMENT

- Provide Strategic leadership for the development and management of the Key Stage
- To develop and monitor through a regular QA of Form Time, the work of the KS form tutors and ensure the delivery of a high quality Programme of Learning and Pastoral care for Form Time on a daily basis.
- Lead, monitor and evaluate the 'Climate for Learning' within the Key Stage focusing on consistency of application by all staff of Silverdale Rewards and Behaviour Policy and Procedures.
- Analyse, monitor and evaluate student progress across the Key Stage reporting back to SLT after each tracker.
- Coordinate robust and timely intervention programmes for students when necessary, liaising with the Head of inclusion, SENCO, subject teachers, parents /carers.
- Providing guidance and recommendations to teachers and support staff through briefings, Head's Up, meetings etc.
- Lead on the standard of uniform, planners and behaviour in the Key Stage, ensuring a consistent approach by all staff and students.
- Lead and manage the transition programme for each Key Stage.

- Lead and manage Parents' Evening and Rewards Evenings for the Key Stage.
- To act as gate keeper for in year admissions.
- Identify areas for development and improvement in the pastoral System linked to the Silverdale School Improvement Plan (SIP) and national and local initiatives and report back on the impact of these developments through a KS SEF.
- To consistently implement all Silverdale Policies and Procedures and ensure that Safeguarding, Health and Safety, Security, Confidentiality, Data Protection and ICT Acceptable Use policies and practices meet requirements.
- Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the SIP.
- Ensure that staff development/CPD needs are identified and that appropriate programmes are designed to meet such needs
- Ensure appropriate arrangements are in place for classes when staff are absent
- Participate in the interview process when required and to ensure effective induction of new staff/form tutors in line with Silverdale Academy procedures
- Promote teamwork and to motivate staff to ensure effective working relations
- Participate in the School's NQT and ITT programmes, as well as contribute to the Sheffield Teaching School Alliance where appropriate.
- Be responsible for the disciplinary, capability and recruitment processes within the Key Stage
- Ensure that all members of the Key Stage team are familiar with School's aims and objectives within the framework of the SIP.
- Disseminate information from meetings from Middle Leader and Line Management meetings
- Ensure effective and timely communication/consultation from your team as appropriate with the parents/carers of students, especially in relation to underachievement and unacceptable behaviour.
- Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies
- Manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down.

### TEACHING & LEARNING

- Teach consistently good or better lessons
- Provide an appropriate, broad and balanced and relevant curriculum for students during Form Time.
- Ensure staff are abreast of pedagogy and methodology to enable up to date learning.
- Ensure common high standards of practice across Key Stages and develop effectiveness of teaching /tutoring styles.
- Ensure all staff are familiar with the School's Aims and Objectives, especially 'Outstanding Achievement for All.'
- Follow a consistent and rigorous weekly calendar of monitoring including planner, uniform and quality of Form Time delivery.
- Use data to inform and monitor performance and identify areas for improvement to be included in the KS SIP.

- Work with SLT and Subject leaders to identify and intervene with vulnerable and/or underachieving students

### ACHIEVEMENT & PROGRESS

- Ensure the establishment of common high standards of practice across the Key Stage and develop the effectiveness of teaching and learning styles
- Establish and monitor the robust process of setting of targets within the Key Stage and to work towards their achievement
- Monitor and evaluate student progress and achievement against targets
- Lead evaluation strategies to contribute to overall school self-evaluation
- To contribute to the school procedures requirements on lesson observations
- Implement school quality assurance procedures in the Key Stage and to ensure adherence across all staff within the Key Stage
- Produce an annual KIP and KEF
- Ensure the maintenance of accurate and up-to-date information concerning student progress within the KS on the management information system
- Analyse and evaluate performance data provided and take swift and appropriate action in response to under achievement.

#### Further Statement :

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the SLT.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions

**Date: November 2018**



## **Key Stage Leader : personnel specification**

The successful candidate will need to demonstrate evidence of the following:

### **Qualifications**

- A relevant degree together with QTS, QTLS, PGCE or equivalent teaching qualification

### **Experience**

- The successful candidate would be required to teach to Key Stage 3,4 and 5.
- Experience working in a pastoral capacity.

### **Professional Knowledge & Understanding**

- An enthusiasm for innovation and developing teaching and learning.
- An excellent understanding of engagement and how to motivate students.
- Experience leading intervention and support with students.
- An excellent understanding of and ability to analyse data.

### **Professional Skills**

- A high commitment to learning and achievement.
  - Excellent interpersonal skills with students, staff and other adults.
  - The ability to collaborate with other staff.
  - Innovative and able to problem solve.
  - Skills and expertise in supporting students and families.
  - The ability to liaise with outside agencies.
- The successful candidate will need to demonstrate evidence of the following:

## **Application Procedure**

Applications should be made by completing the form in detail and by a letter of application of not more than two typed sides of A4 in length.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

## Application Pack

Completed application forms and letters should be emailed to Carly Braid via [recruitment@chorustrust.org](mailto:recruitment@chorustrust.org) and should arrive no later than midnight on **Sunday 2 December 2018**

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay. (CVs & SCC application forms will not be considered).

Interviews will take on **Tuesday 11 December 2018** and details of the interview arrangements will be sent to all shortlisted candidates.

*Please understand that we cannot acknowledge receipt of individual applications.*