



Northern
Lights

LEARNING TRUST

SECOND IN ENGLISH
Ian Ramsey CE Academy

**APPLICATION
PACK**



Northern Lights



We are a Multi-Academy Trust currently comprising eight schools – primary and secondary – and over 3,500 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust

Welcome from the CEO

Thank you for your interest in the position of Second in English within Northern Lights Learning Trust.



We are a growing Multi Academy Trust that is currently made up of 2 secondaries and 5 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 3000 pupils and employ over 400 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values, and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

The values of community, pride, support, integrity, and the voice of the child are the foundations of our Trust. It is our mission to ensure they are embedded in everyday life, underpinned by Christianity in our Church schools. Every decision we make recognises that these values can be lived out wholeheartedly across our schools.

We operate on a culture of respect, always mindful of the quote from Maya Angelou: 'People will forget what you said, people will forget what you did, but people will never forget how you made them feel.' We seek to be an employer of choice, with 100% of staff satisfaction in our latest survey, *'I am proud to work for a forward-thinking Trust who put people development at the heart'*. We seek to support our staff to develop and thrive.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours sincerely,

Jo Heaton, OBE
Chief Executive Officer

Welcome from the Acting Headteacher

It is my pleasure to welcome you to Ian Ramsey CE Academy, where I am privileged to serve as Acting Headteacher. We are a popular and oversubscribed secondary school at the heart of the Stockton community and its surrounding villages. There are approximately 1180 pupils on roll with a pupil admission number of 237 in each year group.



I truly believe that every child has the right to receive a high-quality, personalised education irrespective of ability, culture, or denomination, something reflected in the inclusive ethos and vision of Ian Ramsey CE Academy. We live in a rapidly changing society and, as educators, we have a moral obligation to meet the changing needs of the young people whom we are privileged to serve.

We want all our young people to enjoy school and achieve well; we pride ourselves on providing an inspiring learning environment and encouraging our pupils to access all the opportunities that we provide. Our staff nurtures positive relationships, caring for pupils throughout their education, to ensure that they emerge from secondary education well-prepared and furnished with the knowledge, skills, and experiences they will need to flourish in modern British society and live 'life in all its fullness' (John 10:10).

Our Academy's mission statement, '**Together to learn, to grow, to serve**', encompasses our commitment to ensuring all members of our community use the gifts we have been given to serve others to learn as individuals and build the confidence to achieve their aspirations.

Through our DEEP curriculum, we offer all pupils a first-class education based on high-quality teaching and a range of experiences outside of the classroom. Our curriculum aims to provide a broad and inspiring academic experience, which is interesting, challenging, and relevant to the needs of our pupils.

We value the importance of providing a range of life experiences, developing social and leadership skills, independent learning, and supporting our pupils to develop and thrive in new environments. In addition, we aim to remove barriers for pupils, supporting them to become successful in their chosen fields after they transitioned to the next stage of their education, employment, or training.

As Headteacher, I am privileged to work with a team of exceptional practitioners who are determined to ensure that our children realise their potential and pursue the career path of their choice.

Thank you for your interest in our academy. Visits to the school are welcome, by prior agreement. Please contact recruitment@nllt.co.uk to express an interest.

Best wishes,

Mal Patrick
Acting Headteacher

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who encounters children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Second in Area: English

Permanent position required for September 2024

IAN RAMSEY CE ACADEMY

MPS1-UPS3 (+TRL 2b)

£30,000-£46,525 (+ £5,351) pa, starting point subject to
experience. Teachers' Pay and Conditions

Ian Ramsey CE Academy is seeking to employ a dynamic, outstanding professional who will inspire and motivate all within our school community.

The role of Second in Area is a fantastic opportunity for a strong, talented, and experienced teacher of English to work in partnership with families, staff, and pupils to create a high-performance culture where achievement, excellence and inclusion are embedded into everything we do.

Do you...

- Have a proven track record of success, supporting within a key school area?
- Have experience of leading and managing teams of staff within school?
- Want to inspire and motivate colleagues and pupils alike?
- Have a desire to remove barriers to learning for children?
- Can communicate well with parent/carers, staff, and pupils?
- Offer high quality pastoral care?
- Understand what it takes to ensure that quality first teaching is an experience for both pupils and staff?

If so, we would really welcome your application.

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation.
- Continuous professional development, including the opportunity to undertake related qualifications.
- National Terms and Conditions of Employment.
- Teacher Pension Scheme.
- The opportunity to work as part of a growing Trust and shape this role.
- The support and satisfaction of being part of a dynamic and creative team led by experienced and highly motivated staff.
- A programme of supported induction and continuing professional development firmly rooted in educational research.
- A commitment to supporting the well-being of all staff.
- Employee welfare package, including 24-hour GP access and access to whole range of wellbeing package.
- Employee benefits package currently in development, including discounts and access to salary sacrifice schemes, including Electric Vehicle Leasing.

Details of the school can be found on the school website: <https://www.ianramsey.org.uk/>

CLOSING DATE:

Applications must be received by: Thursday 9th May 2024, at 9am.

Shortlisting will take place on: Friday 10th May 29th April 2024.

Interviews will take place: w/b Monday 13th May 2024.

Letters of application should be returned, along with a Northern Lights Learning Trust application form, via email to recruitment@nllt.co.uk or by post marked **FAO the Headteacher**, Ian Ramsey CE Academy, Fairfield Road, Stockton, TS19 7AJ.

Applications will only be considered on receipt of an application form, **CVs and other forms of application will not be accepted**. For further information, please contact Dawn Dawson, PA to the Headteacher, on 01642 585205 or email at dawn.dawson@nllt.co.uk

JOB DESCRIPTION

POST:	Second in Area: English
RESPONSIBLE TO:	Director of English
RESPONSIBLE FOR:	Line management of staff within the curriculum area as identified by the Curriculum Leader, including staff performance management
SALARY BAND:	M1-UPS3 (+TLR2b)
START DATE:	1st September 2024

KEY AREAS OF RESPONSIBILITY

Form Tutor

- To set high expectations for individual pupils in terms of dress, attendance, and punctuality.
- To treat pupils with respect and adhere closely to all academy policies in relation to the safety and welfare of every child.
- Contribute to the production of resources for these acts of worship according to the worship and lead worship with tutees.

Duties:

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, after discussion with you, to reflect or anticipate changes in the job and the current needs of the school, commensurate with the salary and job title.

Strategic Direction and Development of the work of the Director of English

- Working with the Director of English and subject teachers, secure high standards of teaching within all subjects taught and thus good progress in learning for all pupils.
- To take specific responsibility for leading, managing and professionally challenging subject teachers within the team.
- Establishing a shared understanding and vision for the curriculum area that every member of the team understands what they are seeking to achieve and what best practice looks like, feels like, and delivers.

- Use all available data to ensure pupils and staff are set challenging targets and that the team aspires to achieve the best outcomes at the end of each academy year and across each key stage.
- Assist the Director of English in ensuring the rigorous monitoring of progress towards these targets, the quality of provision, teaching and learning, curriculum (both intra and extracurricular), assessment and quality of the learning environment and as a result ensure improvement plans are in place in each subject to maximise pupils' enjoyment, engagement, and attainment.
- To comply with Health & Safety policies, organisations statements and procedures, report any incidents/accidents/hazards and take pro-active approach to health and safety matters to protect both yourself and others, including ensuring suitable risk assessments have been carried out.

Teaching and learning:

- Work with the Director of English to ensure that there is a common approach to curriculum planning across the curriculum area aligned with academy policies, and that up-to-date Schemes of Learning are in place in all subjects including long, medium, and short term in line with National Curriculum and Examination Board Specifications.
- Working with the Director of English, monitor the quality of teaching and learning, ensuring good practice identified is shared and that where identified, staff know how to improve and are challenged and supported to do so by colleagues, coaching and professional development and appraisal.
- To ensure all work is assessed appropriately and assessment information is used to inform planning.
- To ensure standardised assessment tasks are in place and are used appropriately to review progress for individual learners.
- To ensure staff within the curriculum area maintain up to date knowledge of all external assessment arrangements and that all staff teaching the subject are aware of these.
- To monitor progress towards the subject targets and what actions may be needed at an individual subject, class, year group level to ensure underperformance is addressed.
- To liaise with parents/carers as appropriate.
- To liaise with SLT, pastoral and SEND staff where necessary to ensure that individual pupils' needs are met and that appropriate reports etc are prepared as requested.

Leadership

- To assist the Director of English in ensuring all staff within the curriculum area carry out the duties and responsibilities expected of them in line with National standards and academy policies and procedures, providing the necessary induction, training and support where required either directly or through other members of the team.

- To meet staff in your subject in line with the academy's Performance Management arrangements.
- To meet with and hold individual teachers to account for the progress of pupils.
- To ensure all staff are aware of the policies and procedures for all external assessment and that these requirements are met.
- To meet with and hold individual teachers to account for the progress of individual pupils in their classes.
- To support ECTs and ITT students within the subject area in line with whole academy policies.

Maintenance of Professional Standards as identified in the Teachers' Standards, particularly:

- Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local and assess their impact on the school and the team for which you are responsible.
- Always ensure the highest standards of professional conduct and confidentiality, and when with other staff of the school.
- Ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles.
- Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school colleagues.
- Uphold the school's policies and procedures.
- Develop links with governors, the Diocese, the Local Authority, and neighbouring schools.

Undertake any other reasonable professional task as directed by the Headteacher, commensurate with your role.

PERSON SPECIFICATION SECOND IN AREA: ENGLISH

APPLICATION FORM	<ol style="list-style-type: none"> Completed NLLT application form (A) Well-structured letter of application, outlining suitability for the post (A) Fully support references (A) 		Application
QUALIFICATIONS	<ol style="list-style-type: none"> Qualified Teacher Status (A) A good quality honours degree, or equivalent (A) 	<ol style="list-style-type: none"> Evidence of recent and relevant professional development (A) 	Application
EXPERIENCE	<ol style="list-style-type: none"> Experience of good or better English teaching at KS3/KS4 across the ability range (A, I, R) Understanding of strategies required to ensure all pupil groups make good progress (A, I, R) 	<ol style="list-style-type: none"> Experience of managing staff or team (A, I, R) Experience of other related subjects i.e., Media Studies or Drama (A) 	Application Interview References
SKILLS AND KNOWLEDGE	<ol style="list-style-type: none"> Have teaching skills that lead to excellent outcomes (I, R) Excellent interpersonal communication skills (I, R) Thorough and up to date knowledge of the way pupils learn. (I, R) A deep knowledge of English and how to plan to best support pupil outcomes. (A, I, R) Ability to work on own initiative or as part of a team (I, R) 	<ol style="list-style-type: none"> Ability to effectively manage change. (A, I, R) Ability to monitor performance and make decisive judgement that improve practice (I, R) A good knowledge and understanding of current educational issues (I) 	Application Interview References

<p>PERSONAL QUALITIES</p>	<p>19. High levels of enthusiasm, motivation, and a commitment to working with children (I, R) 20. Professional role model (R) 21. High expectations of others (I, R) 22. Forms and maintains appropriate relationships and personal boundaries with pupils (I, R) 23. High expectations and a commitment to achieving standards of excellence. (A, I, R) 24. Personal integrity and honesty (I, R) 25. Emotional resilience and ability to work under pressure (I, R) 26. Ability to contribute to the Christian ethos of the school (A, I)</p>	<p>27. Passion for learning relentless determination and commitment to constant review and refinement (I, R)</p>	<p>Application Interview References</p>
<p>OTHER</p>	<p>28. Recommendation from both referees. 29. Fully enhanced DBS clearance with children's barred list check</p>		<p>References Enhanced DBS certificate</p>

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