



**Ark Acton
Academy**

**Appointment to the post of
English curriculum lead.**

Information for Applicants

March 2020

Dear Applicant,

Thank you for taking the time to find out more about Ark Acton Academy. This pack is intended to give you information about the role of the English curriculum lead, together with details of the Academy's vision and ethos and our aspirations.

Ark Acton Academy is on an incredible improvement journey and we are sowing the seeds of greatness for our local community. However, there is still much to do and we are looking for someone with a deep passion for curriculum thinking who can help drive us forwards. You will share our firm belief in the importance of disciplinary curriculum thinking and you will want to join a school that invests in its staff.

At Ark Acton we have stripped away anything we feel gets in the way of being a great teacher so that we can focus on the main thing. This includes:

- Feedback policies that sit at department level
- No graded lesson observations
- No report writing
- No parent's evenings
- Only 2 data points a year
- No ½ termly data metrics to track progress
- Protected Department meeting time built into the timetable.
- Weekly co-planning time built into teacher loadings to provide dedicated time to discuss and improve curriculum thinking and teacher effectiveness.

We are heavily committed to staff welfare and development and this includes:

- weekly staff training
- Coaching for every teacher
- Access to the best professional development from Ark and Ambition Institute
- free use of our leisure centre
- access to the school counsellor

We place the curriculum – what we teach – at the heart of the academy and it informs all decisions we make. We are looking for someone who shares our belief in disciplinary thinking and who will help improve and refine our curriculum thinking.

In the words of Alex Standish we believe that *“school subjects then are a way of inducting children into the intellectual habits of humankind, and hence into a disciplinary conversation about knowing our world”* and we are looking for someone who shares this belief to join our team.

I look forward to receiving your application and welcoming you to our Academy.

Yours sincerely,

Oli Knight

Curriculum Lead – English – Job description

Job Title: Curriculum Lead

Reports to: HoD English

Responsible for: Developing and implementing the English curriculum model and to work across the Academy with other HoDs to implement a disciplinary curriculum model.

Salary: Ark Scale (Inner London)

TLR: 2b

Line management of: In discussion with line manager.

Start date: September 2020

Disclosure level: Enhanced

Roles included: Classroom teacher, Curriculum Lead, Form tutor.

Job purpose:

In most schools the curriculum model is disjointed and disconnected from both the wider school values and from the assessment model the school has. Not so at Acton. At Ark Acton Academy the curriculum is seen as being central to school life; it is the DNA of the organisation that displays what the school stands for and what it believes its core purpose is. The Curriculum Lead will be responsible for designing and embedding a curriculum approach that reinforces our core ethos and approach to teaching and learning and is symbiotic with the Acton approach to both formative and summative assessment. Due to the central importance of the curriculum to the academy the curriculum lead is designed to add significant capacity to the Head of Department to enable the Department to function effectively and consist of highly effective teachers implementing a sequenced and coherent curriculum. The curriculum lead will also take a lead in working across the academy with other HoDs to ensure they are effectively implementing a disciplinary curriculum model.

Objectives:

1. Leadership and Management of all issues associated with curriculum and assessment model within their specialism.
2. Oversight of teacher development and training within their Department in areas of curriculum and assessment.
3. To work with Heads of Department outside their subject to help them develop a disciplinary curriculum.
4. To help with succession planning by mentoring and developing less experienced colleagues.
5. Be a visible and proactive presence around the School, promoting positive behaviour and thus ensuring the smooth day to day running of the school.
6. Support staff in achieving the highest standard of teaching, attainment, progress and behaviour amongst all pupils at Ark Acton.
7. To develop and maintain a national-level presence for the School with regard to curriculum and assessment alongside the VP Curriculum.
8. To commit to continuous personal professional development
9. To epitomise the vision and values of Ark Acton and at all times adhere to the staff code of conduct and professional expectations.

Principal Accountabilities

A. CURRICULUM DEVELOPMENT

Staff training and Department systems

- Develop a detailed understanding amongst all staff in the Department of our disciplinary curriculum model and the importance of domain-specific knowledge.
- To take a lead role in developing whole-school curriculum models with the VP curriculum that are designed around: Scope, Coherence, Sequencing, Rigour.
- Design and implement a sequenced, interleaved and cumulative curriculum model that plans for overlearning and frequent low-stakes assessment.
- Work with the Ark English Mastery team and take responsibility for the implementation of English Mastery; refining and flexing this where necessary as teachers within the department develop their subject expertise and curriculum thinking.
- To ensure the Department assessment model is symbiotic with the curriculum and that the assessment approach is based on the following 7 practices:
 - I. Hinge-point questions
 - II. Exit tickets
 - III. Low stakes testing and MCQs
 - IV. Common formative assessments and re-teach weeks
 - V. End-of-unit assignments
 - VI. End-of-course assessments and review weeks
 - VII. End of year whole-course exam analysis.
- To ensure all staff in the Department accept and acknowledge that:
 - I. Critical thinking is not a set of skills and strategies that can be directly taught, practiced and applied to any topic.
 - II. Students need deep knowledge of a subject in order to think creatively or critically about it.
 - III. There are no shortcuts to expert thinking. To “think like a scientist,” a student must know the facts, concepts and procedures that a scientist knows.
- The delivery of staff training in respect of curriculum and assessment

B. LEADERSHIP OF STAFF AND SCHOOL

1. Inspire and enthuse colleagues by personal example, for example by acting as a role model, maintaining a positive outlook, and demonstrating sympathetic and focused support.
2. Manage the performance of staff as set out in the school’s Appraisal policy.
3. Coach staff to ensure the highest standards of provision across all departments.
4. Joint construction and analysis for the ETAL
5. Adhere, at all times, to the expectations of teachers at Ark Acton Academy, as outlined in the final page of this document.
6. Undertake other leadership responsibilities or duties commensurate with the post, as directed by the Principal.

C. EPITOMISE ARK ACTON VISION AND VALUES

1. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing.
2. Demonstrate that background or prior attainment are not determining factors in a young person's success.
3. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
4. Develop strong and positive relationships with pupils.
5. Implement all school policies, including the School's behaviour policy.
6. Model the ethos and vision of the school at all times.
7. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
8. Contribute to the school's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.
9. Lead the development of effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools.
10. Establish and maintain effective working relationships with colleagues, including support staff.
11. Be familiar and comply with the School's Health and Safety policies.

D. FORM TUTOR RESPONSIBILITIES

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
2. Develop strong, trusted, relationships with each tutee to act as his or her mentor.
3. Deliver the Tutor Time curriculum to tutees in tutor time.
4. Implement Ark Acton's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
5. Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
6. Monitor the safeguarding and welfare of tutees.
7. Engage tutees' teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
8. Make specialist staff (SEND CO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
9. Proactively engage parents of tutees and endeavour to build positive home-Academy relationships. Act as the primary point of contact for parents of your tutees.
10. Model the ethos and vision of the Academy.
11. Keep the form register and monitor patterns of pupil attendance/ absence.

No job description can be fully comprehensive, and from time to time you may have to undertake other professional duties as directed by the Principal.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to at least degree level in the subject being taught. • Qualified to teach in the UK. • Qualified to work in the UK. • QTS. 	<ul style="list-style-type: none"> • Further professional qualifications. • Experience of teaching A Level in this subject.
Experience	<ul style="list-style-type: none"> • Ability to deliver consistently outstanding sequences of lessons in this subject to pupils of all ages and abilities. • Proven record of significantly raising achievement with all groups of pupils across the age and ability range and of helping them achieve impressive examination outcomes. • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. 	<ul style="list-style-type: none"> • Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching pupils from backgrounds of socio-economic disadvantage. • Successful experience of working particularly with EAL or SEND pupils.
Knowledge	<ul style="list-style-type: none"> • Thorough knowledge of the requirements of the National Curriculum in the subject. • Deep interest in curriculum thinking. • An understanding of the ways that cognitive science can improve teacher effectiveness. • Awareness and clear articulation of the pitfalls of 'curriculum hoop-jumping.' • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. • Knowledge & experience of Safeguarding & Child Protection issues. 	<ul style="list-style-type: none"> • Thorough knowledge of Key Stage 4 and Key Stage 5 specifications in the subject. • Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.
Skills	<ul style="list-style-type: none"> • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. 	<ul style="list-style-type: none"> • An ability and willingness to teach across more than one subject. • A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment. • Competent user of ICT.

	Essential	Desirable
	<ul style="list-style-type: none"> • Sound judgement and problem-solving skills. 	
Motivation	<ul style="list-style-type: none"> • Willing to be fully engaged in the whole life of the school including extracurricular activities. • Willing to be a form tutor. • Committed to team work and working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all pupils. 	<ul style="list-style-type: none"> • Experience of leading successful enrichment and extracurricular activities, which inspire and motivate learners.
Attributes	<ul style="list-style-type: none"> • A clear passion for your subject. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • Personal stamina & energy including a good record of attendance and health. • A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision. 	<ul style="list-style-type: none"> • An entrepreneurial attitude.

- This post is subject to an enhanced DBS disclosure.
- The post holder must be committed to safeguarding the welfare of children.