

**Phase Leader - Challenge (GCSE)
Candidate Pack**



Dear Colleague,

Do you want to be part of something exceptional?

Thank you for your interest in joining the team at Route 39 Academy. Before you go further I will warn you that this will not be easy but I also promise that it will be fun! We are a group driven by our passion for learning and a commitment to each and every individual in our community.



I firmly believe that the time has come for education in this country to move forward into the 21st century. At Route 39 Academy we are designing a school from scratch; this is a unique opportunity to really make a difference. I am looking for colleagues to join our existing team who share the same vision and values and will work hard to make our Academy the very best it can be.

As a member of the team you will help develop the learning approach and the curriculum that will bring alive our ethos of Engage – Respect – Aspire and set the standard for years to come. We aspire to be a school that others look to for inspiration.

I look forward to receiving your application.

Regards

A handwritten signature in blue ink that reads "JKelly". The letters are cursive and fluid.

Jordan Kelly
Acting Principal, Route 39 Academy



The Advertisement

Key information

Applications are invited from Leaders of Phase - Challenge (GCSE) with a teaching specialism in Computing, Art, Geography or History

Closing date for applications: Noon, Friday 19th May 2017

Salary: in line with national pay scales

Location: Clovelly, north Devon

Contract type: Negotiable

Contract term: Permanent

Contract starts: September 2017

Interviews: Wednesday 24th and Thursday 25th May 2017

Route 39 Academy

Do you have the ability to think outside the box? Do you welcome challenge and innovation? Would you like to join a small, dynamic team of committed teachers and help to shape a growing school? We are looking for colleagues with a track record of achievement who are able to contribute to all aspects of Academy life. Applicants should be able to demonstrate inspirational teaching and be committed to achieving outstanding outcomes for all students.

Route 39 Academy is a new 11-18 state 'free' school that opened in September 2013. We are in our fourth year and currently have 140 students aged 11-15, some of whom have already embarked upon GCSE level study. We are a new choice for North Devon and take a 21st century approach to learning. We are building a brand new school in Bucks Cross, opening in summer 2018, which will enable us to expand to 700 students, and incorporate a sixth form.

We are seeking to appoint passionate and engaging teachers who are not constrained by the traditional approach to secondary education. People who see connected learning and strong relationships as the key to success and have high aspirations for the young people they work with.

Route 39 Academy has a specialism of personalisation with an extended school day. You will be expected to build on our approach of personalisation and drive forward development of both the GCSE curriculum and the extended opportunities that our longer school day allows. We want our students to make the most of the local environment and see the classroom extending beyond the four walls of the school. You will be instrumental in supporting staff to achieve these aims. As a key leader within the Academy team, both leaders and governors will look to you to understand, promote and support the development of the Academy vision and ethos.

Route 39 Academy is a Free School with its own terms and conditions. Staff are valued and given time during the week for collaboration and their own learning and progression. Applications are welcomed from newly qualified teachers and experienced teachers alike.

North Devon is well-known for its rugged coastline, stunning views and Area of Outstanding Natural Beauty. Its numerous beaches and surrounding countryside offer perfect opportunities for relaxation and tranquillity, as well as active pursuits such as hiking, cycling, surfing and diving. The area consists of small rural villages, with neighbouring small market and coastal towns. Local employment is mainly in tourism and farming, but there is increasing diversification as more young families move into the area. There is a range of thriving primary schools, and a strong and vibrant local community.

As an equal opportunities employer we are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment. An enhanced DBS check, proof of qualifications and a medical check will be required of the successful applicant. We aim to attract the best educators to The Route 39 Academy and are committed to support the continuing development of their skills.

For more information, please visit our website: www.route39.org.uk

How to Apply

To apply, candidates should submit the following:

- An Application Form, which must be completed in full. We cannot accept CVs. Application forms can be downloaded from our website – www.route39.org.uk.
- A Personal Statement of no more than two sides of A4. Include in your statement which subjects you would be able to teach and to what level.

Please save your Application Form and Personal Statement in Word (.doc or .docx) format. If you require any assistance, please contact Michelle Carter, Principal's PA, as below. For more information about this position or to arrange an informal discussion about your application with the Principal, please contact Michelle Carter (email pa@route39.org.uk or phone: 01237 431 969).

Please note we will request references for candidates selected to attend interviews within two days of drawing up the final list.

Completed application forms and personal statements should be emailed to pa@route39.org.uk.

Job Description

Job Title

Phase Leader - Challenge (GCSE)

Reports to

Principal

Job Purpose

The Phase Leader will share the Academy vision within the Phase. He/she will be a visionary and strategic thinker who will thrive on the opportunity to develop the Phase and make the vision a reality. She/He will be a leader with the ability to communicate the vision and the dedication to realise it.

Core Purpose

The core purpose of the role is to provide professional leadership and management for the Challenge Phase and to promote a secure foundation from which to achieve the highest standards in all areas of the Phase's work.

To achieve success, the Phase leader will:

- Support, realise and extend the vision in collaboration with the Principal
- Provide leadership and direction for the Phase
- Effectively manage teaching and learning within the Phase
- Promote excellence, equality and high expectations of all students
- Ensure the school ethos of 'Engage, Respect, Aspire' is promoted through all aspects of the Phase
- Deploy resources effectively to achieve the school aims
- Continuously evaluate Phase performance and identify priorities for improvement
- Carry out day-to-day management, organisation and administration
- Secure the involvement of the wider community
- Engage with local companies and organisations to support the integration of business skills into the curriculum
- Create a safe and productive learning environment that is engaging and fulfilling for all students
- Work and collaborate with other Phase Leaders to ensure drive forward improvement, provide a consistent approach and ease transition between phases for students.

Key Responsibilities

Shaping the future

- Work with the Principal and other key stakeholders to ensure the vision for the school is clearly articulated, shared, demonstrated, understood and acted upon effectively by all
- Motivate and work with all stakeholders to create a shared culture and positive climate
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large

Leading Learning & Teaching

- Support the recruitment and development of staff to achieve the school's vision and goals
- Ensure a consistent and continuous Phase-wide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching
- Ensure a culture and ethos of aspiration, engagement and respect where all students can achieve success and become engaged in their own learning
- Implement strategies which secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students
- Monitor, evaluate and review staff practice - challenging under performance and promoting improvement strategies

Developing Self and Working with Others

- Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Support and develop effective strategies and procedures for staff induction, professional development and performance review

- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and Phase team
- Regularly review own practice, set personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/ life balance

Securing Accountability

- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Develop and present a coherent, understandable and accurate account of the Phase's performance to a range of audiences including governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others

Strengthening Community

- Ensure learning experiences for students are linked into and integrated with the wider community
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operate and work with relevant agencies to protect children

The Route 39 Academy is committed to safeguarding and promoting the welfare of children and young people, it expects all staff to share this commitment

Leaders of Route 39 Academy are subject to the NCSL National Standards and requirements of the Ofsted measures of effectiveness. These will form part of the individual's professional development and performance management carried out by the Principal or Governing Body

This job description is likely to evolve over time following consultation between the job holder and the

Person Specification

Essential	Desirable
Qualifications and Training How assessed: application form	
<ul style="list-style-type: none">• Qualified Teacher Status• Degree qualification in your teaching specialism• Evidence of recent and relevant continuing professional development and study	<ul style="list-style-type: none">• Evidence of teaching a second subject
Experience How assessed: application form; personal statement; references; interview	
<ul style="list-style-type: none">• Teaching to GCSE and A Level in Computing, Art, Geography or History• A track record of achievement as an excellent classroom teacher• Experience of leading and managing in secondary or primary schools• Evidence of working in more than one school, college or education setting• Successful delivery of academic learning programmes• Evaluating and reporting on classroom practice• Setting targets and monitoring progress with successful outcomes• Working cooperatively with a wide range of partners• Successful experience of recruiting staff and creating cohesive and effective work teams• Knowledge of current developments in teaching and learning• Effective strategic financial and resource management	<ul style="list-style-type: none">• Successfully leading innovative approaches to teaching and learning, including applied and vocational learning• Managing significant change and implementation of curriculum innovation• Proven record of leading school improvement• Successful delivery of vocational learning programmes• Experience of using ICT in innovative ways• Experience of personal involvement in extra-curricular activities• Experience and knowledge of TLO Learning Habits• Experience and knowledge of restorative approaches• Experience and knowledge of coaching• Experience of teaching literacy

Essential

Knowledge & Professional Qualities

How assessed: personal statement; assessed tasks; interview; references

- Ability to articulate a vision of excellence and an aspiration of achievement for every student
- Skill and ability to set the strategic direction of the Phase based on the shared Academy vision
- Ability to build, communicate and implement a shared vision of education
- Ability to lead, motivate, develop and inspire students and staff
- Demonstrable strategies and skill for communication within and beyond the school
- Ability to analyse and interpret student performance data and set challenging but realistic targets
- Ability to analyse performance and plan effective intervention strategies to ensure students make good progress
- Ability to ensure a positive ethos and structure for managing behaviour which enables all students to achieve
- Demonstrable commitment to inclusive education
- Knowledge and skill in managing the performance of staff, to achieve outstanding practice
- Ability to work effectively as part of the school team working and fostering cooperation and collaboration with governors, students, parents and other stakeholders
- A working understanding of regulatory requirements governing the operation of schools, including health and safety, safeguarding children, curriculum and assessment, and Employment
- Ability to support and foster innovative approaches to the provision of secondary education
- Ability to use ICT effectively to support and enhance learning
- Demonstrate an understanding of and show support for the Academy vision

Desirable

- Evidence of recent and relevant continuing professional development and study
- Evidence of teaching a second subject