



# Candidate Information Pack

## The Birley Academy

### Associate Assistant Headteacher English & Literacy





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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:

**24**  
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.







## Message from the Headteacher

I am very proud to be the Headteacher of The Birley Academy and feel honoured and privileged to work with our pupils, parents, carers, colleagues and community to be part of the team who are making The Birley Academy a brilliant place to learn and work.

There is no doubt we are on the correct trajectory for improvement, however we are not complacent, and know there is work to be done to get us exactly where we want to be, an exceptional place to work and learn.

I am passionate about working with our staff in school and with colleagues across L.E.A.D. Academy Trust to ensure that the education we provide our pupils is of the highest quality, studying a broad range of subjects complemented by a clear personal development and wider curriculum offers.



*Victoria Hall, Headteacher*

## About The Birley Academy

The Birley Academy is a popular secondary academy in the southeast of Sheffield. We have a modern building set on a pleasant campus with excellent facilities.

**At the Birley Academy our vision is simple – we challenge ourselves and each other to be our best selves, demonstrating our school values every day, in all situations.**

We want The Birley Academy to be the school of choice in our region, showcasing excellent teaching, and providing our pupils with an exemplary education and school experience. We will not rest, as we know we can always be better.

**We believe that instilling our academy values, which have been selected by pupils and staff, will help all to succeed in life, and help us to achieve our academy vision, together.**

Our Academy Values are:

- Courage
- Ambition
- Respect
- Kindness
- Integrity



# Benefits of being part of the Trust



## Annual leave



Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



## Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



## Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



## Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



## Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



## CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



## Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



## Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



## Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



## Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



## Access to discounts

Exclusive discounts and cashback on travel, shopping, insurance, and utilities through Discounts for Teachers and Teacher Perks.



## Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



## Car Benefit Scheme

Offset part of your salary for a brand new electric or plug-in hybrid car, including insurance, servicing, and more.

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

Ofsted report, March 2023





## 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 10<sup>th</sup> February at 10:30am

**NOTIFICATION:** You will be notified if you have been successfully shortlisted by 5pm Monday 10<sup>th</sup> February.

**INTERVIEWS:** We expect interviews to take place: **12<sup>th</sup>/13<sup>th</sup> February 2025**

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 our Deputy Headteacher Quality of Education, Mrs Sarah Sleaford on [SarahSleaford@birleysecondaryacademy.co.uk](mailto:SarahSleaford@birleysecondaryacademy.co.uk)



*"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, Deputy Headteacher,  
Huntingdon Academy



**Job Title:** Associate Assistant Headteacher – English and literacy

**Pay Scale:** L7-12

**Location:** The Birley Academy

**Line Manager:** Deputy Headteacher – Quality of Education

**Job purpose:**

In order to respond to this changing educational landscape, we are raising the profile further of English and Literacy across the curriculum with this role. As Associate Assistant Headteacher, you will champion the importance that we place on improving standards of English and literacy and our pupils' cultural capital. You will be required to think and act strategically within the school's overall vision; you will need to be self-starting, reflective and highly energetic; you are expected to model a can-do attitude to staff, pupils and parents; you need to be aspirational, highly responsive and adaptable.

**Duties and Responsibilities:**

**Leadership**

- To strategically lead the English Curriculum Team, with a whole school leadership responsibility around reading and literacy development. This includes the implementation and use of accurate assessments.
- To oversee and give strategic leadership and direction to the 'reading intervention' team.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all pupils/students and support our academy values of **Kindness, Respect, Ambition, Courage and Integrity**.
- To ensure the timely organisation of, and implementation of, whole school reading assessments and the subsequent analysis of data, informing impactful intervention.
- To ensure that all staff have access to and make use of reading and intervention data as part of their day-to-day teaching.
- To develop training on and understanding of literacy and reading assessments across all teaching staff
- To lead the overall provision within the English department as well as undertaking strategic responsibility for the promotion and development of the department across the school
- To secure high standards in all areas of the English department and outcomes
- To advise SLT on curriculum issues pertaining to English and literacy across the school
- To attend leadership team meetings as requested
- To take an active role in developing and leading staff INSET
- To lead and manage curriculum development in order to improve the quality of pupil learning; to raise standards of pupil attainment and achievement within the whole curriculum area; to monitor and support pupil progress, including those pupils who are disadvantaged and have SEND.
- To be accountable for pupil progress and development within the English Curriculum area.
- To develop and enhance the teaching practice of others, acting as a model of reflective practice, sharing and being open to best practice within and outside the department.



- To lead the development of schemes of work, learning strategies resources, teaching, marking policies, assessment and in the department.
- To work in collaboration with, and act as line manager for, the Teaching Fellow for English, Assistant Curriculum Leaders KS3 and KS4, teaching staff and other staff who work within the department, acting as their line manager for performance management.

### **Planning and Curriculum Development**

- To ensure there is a *robust strategic plan* for the improvement of English and literacy across the school
- To work with curriculum leaders across all subjects to ensure that literacy is judiciously embedded within curriculum planning and delivery
- To lead on the development of literacy and reading interventions alongside key colleagues such as trust subject leads, the Deputy Headteacher SEND and Inclusion, the SENDCo and Deputy SENDCo.
- To ensure the provision of an appropriately broad, balanced, relevant curriculum for pupils studying in the English Department in accordance with national expectations.
- To ensure that the curriculum is appropriately planned, so that substantive and disciplinary knowledge is carefully identified, taught, and embedded into the long-term memory of the pupils.
- To ensure that the curriculum is well sequenced, so that knowledge builds systematically over time and that pupils learning the curriculum well.
- To fully support to the school's ethos and aims.
- To develop pupils' positive attitude towards learning in accordance with the curricular policies determined by the trust and headteacher.
- To efficiently and effectively manage and deploy staff, financial and physical resources within the department.

### **Curriculum Provision and Development**

- To facilitate regular informal and formal assessment of pupil progress within the department, including tests and internal examinations. This will include setting of examination questions, examination arrangements, the marking of examinations and recording of results.
- To liaise with and support SLT and any other relevant staff in the organising of subject examinations and mock examinations in the appropriate years.
- To keep up to date with and respond to national and statutory developments in the subject/curriculum area(s) and with teaching practice and methodology.
- To lead, initiate, encourage and co-ordinate teaching strategies that promote and enable high quality learning.
- To liaise with the designed SLT member to maintain accreditation with relevant examination and validating bodies.

### **Operational and Strategic Roles**

- To strategically drive the whole school literacy plan, including development, training and support across subject areas.
- The day-to-day management, control and operation of course provision with the department, including the efficient and effective deployment of staff and physical resources.
- To actively monitor and evaluate pupil progress and respond appropriately, to ensure standards of attainment and achievement are raised consistently.

- To ensure that health and safety policies and practices, including risk assessments, throughout the department are in line with national requirements and are updated where necessary.
- With the Headteacher, SLT and other curriculum leaders, assist in the whole school self-review, evaluation process and the development and implementation of the school improvement plan (SIP).
- Communicate and effectively liaise with teachers and support staff within your department and across the school.

### **Recruitment, Development and Deployment of Staff**

- To work with relevant SLT and trust colleagues to ensure that staff development needs are clearly identified and that appropriate programmes are designed to meet need.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the staff members responsible for cover.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To be responsible for the day-to-day management of staff and act as a positive role model.

### **Quality Assurance**

- To lead on the quality assurance of whole school literacy
- To lead on the process of monitoring and evaluation of the English Department in line with School procedures, including evaluation against quality standards and performance criteria, implementing modifications and improvements where required.
- To ensure that the Department's QA procedures meet the requirements of whole school self-review and evaluation.
- To enable, promote and encourage the sharing of good practice within the department and between Departments.
- To demonstrate excellence in classroom practice.
- To monitor the performance of subject/curriculum area(s) within the Department with the relevant subject specialist(s) including an analysis of examination results.
- To develop a departmental SEF and action plan (DAP) in response to this evaluation and the key objectives of the SIP.
- To work, with members of the department towards implementing the departmental action plan and meet the targets set within it.
- To establish common standards of practice within the department and develop the effectiveness of teaching strategies in all subject/curriculum area(s).
- To contribute to the school procedures for lesson observation.
- To implement school quality procedures and to ensure adherence to these within the Department.

### **Management of Information and Data**

- To evaluate and make use of reading assessment data to inform whole school training needs and literacy development strategic planning.
- To evaluate and make use of performance data provided to improve the quality of teaching and learning in the Department.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports on examination performance as required.



- In conjunction with the relevant SLT member, to manage and coordinate the department's collection of data.
- To provide the Headteacher/local governing body with relevant information relating to the department's performance and development.
- To provide the Exams Officer with relevant, accurate information concerning the entry of pupils for public examinations.
- To assist the Exams Officer in ensuring that pupils are correctly entered for public examinations.

### **Other Duties**

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.



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

## Associate Assistant Headteacher English and Literacy

### Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D = Desirable criteria)

		E	D
<b>Qualifications and Attainments</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status.</li> <li>Educated to degree level (2.2 or above) in relevant subject.</li> <li>Evidence of Continuous Professional Development.</li> <li>Experience at Head of Department level</li> <li>Middle or senior leader qualification.</li> </ul>	E E E	   D D
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Ability to teach to GCSE standard as a minimum.</li> <li>Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.</li> <li>Ability to hold challenging conversations and to hold colleagues to account where performance is not adequate, in accordance with the academy and/or Trust policy.</li> <li>Ability to communicate, verbally and in writing, with a range of people and groups.</li> <li>Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.</li> <li>Knowledge of curricula, specifications and assessment criteria of the subject.</li> <li>Knowledge of the national changes in the subject, informed through appropriate research and reading and the skill to put these changes into practice, where appropriate.</li> <li>Knowledge of effective intervention strategies to raise attainment.</li> <li>Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.</li> <li>ICT skills to develop, manage and report on performance data.</li> <li>Knowledge of how early reading develops.</li> <li>Ability to proactively manage own workloads to ensure deadlines are met and all process undertaken in timely manner.</li> </ul>	E E  E  E  E  E  E  E  E  E  E	                      
<b>Experience</b>	<ul style="list-style-type: none"> <li>Track record of delivering exceptional teaching with strong, proven results at GCSE.</li> <li>Experience of leading whole department improvement as a head of subject</li> <li>Experience in strategic leadership of literacy</li> </ul>	E  E  E	   D



	<ul style="list-style-type: none"> <li>• Experience of successfully managing teams of teaching staff, proven by strong departmental GCSE result.</li> <li>• Experience of managing teams of teaching staff in the subject.</li> <li>• Experience of using data to plan and implement intervention strategies to raise academic performance.</li> <li>• Experience of developing and leading strategies to sustain whole school improvement.</li> <li>• Experience of leading the delivery of coaching and INSET sessions to support the professional development of others.</li> </ul>	E E E E	D
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Demonstrate integrity, confidentiality, impartiality, and empathy.</li> <li>• Confidence in demonstrating professional understanding and boundaries</li> <li>• Strong desire to succeed and achieve outstanding departmental results.</li> <li>• Have a positive attitude to personal development and training.</li> <li>• Good sense of humour</li> <li>• Able to see the positives and turn challenges into learning opportunities</li> <li>• Highly organised and able to set tasks and priorities for other team members.</li> <li>• Ability to maintain positive relationships with pupils, parents, and staff.</li> <li>• Highest levels of professional and personal integrity.</li> <li>• Able to support others and hold them to account for their actions.</li> <li>• Self-motivated</li> <li>• Eye for detail</li> <li>• High expectations for what can be achieved, ambitious for student progress.</li> <li>• Ability to manage professional boundaries well, including student and staff behaviour.</li> <li>• Personal resilience, persistence and perseverance.</li> </ul>	E E E E E E E E E E E E E E E E	
<b>Beliefs and values</b>	<ul style="list-style-type: none"> <li>• Focused on student progress</li> <li>• Passionate about the progress of all learners</li> <li>• Believe that all pupils can achieve well, regardless of their background, needs, abilities, and age, and be determined to make this happen.</li> <li>• Does not regard intelligence or 'potential' as a fixed quantity.</li> <li>• Understanding that attendance and safeguarding are everyone's responsibility</li> <li>• Aligned to the academy core values of <b>Respect, Kindness, Integrity, Courage and Ambition.</b></li> </ul>	E E E E E E	
<b>Additional Requirements</b>	<ul style="list-style-type: none"> <li>• This role is subject to an enhanced DBS</li> </ul>	E	



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

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