



# APPLICATION PACK TEACHER – ENGLISH

Salary - M1-UPS1  
(£28,000-£40,625)  
Full Time

Closing date – Midday, 16<sup>th</sup> October 2023

The Fermain Academy,  
Beswick Street,  
Macclesfield,  
SK11 8JF  
01625 611001



# WHY THE FERMAIN ACADEMY IS A GREAT PLACE TO WORK

The Fermain Academy is a safe and stimulating place of learning for students who, for whatever reason, have become disengaged from mainstream education. With facilities to cater for up to 60 students aged 13-16, we offer a structured and positive learning experience, and an outstanding dedicated team able to provide emotional support in a safe and supportive environment. You will be supported to work with our students; all our teaching and learning groups are between 4 and 8.

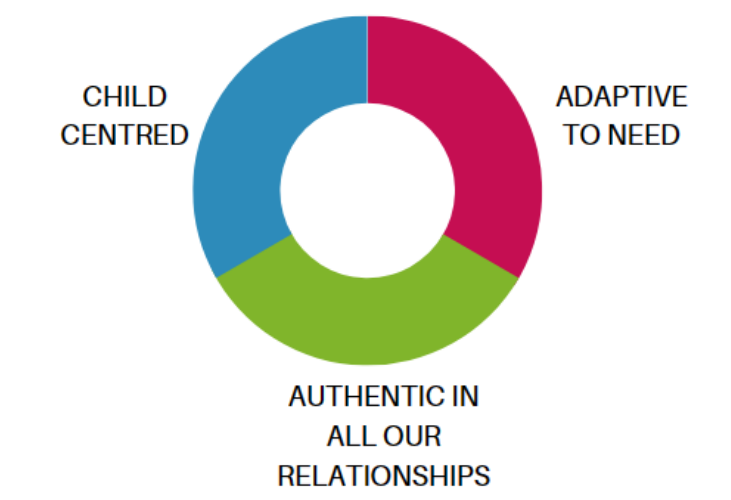
We are looking for a English Teacher to support our students in KS3/4 and become a key member of The Fermain Academy teaching team.

This is an opportunity to make a real difference to the outcomes for young people.

Emma Sandbach  
Headteacher

## OUR CORE VALUES

To be successful, you need to demonstrate our core values. We are:



# HOW TO APPLY

We are proud of our school. We encourage all applicants to view our website, contact us informally or visit us. To arrange this please contact: [admin@thefermainacademy.org](mailto:admin@thefermainacademy.org)

Please complete the Youth Engagement Schools Trust application form (available on the School and Trust websites) [Vacancies and Volunteers – The Fermain Academy](http://theyestrust.org/vacancies/)<http://theyestrust.org/vacancies/>

You are also asked to complete a letter of application that addresses the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter brief and to the point (maximum 2 pages).

**CVs cannot be accepted, so please do not send in, or refer to one.**

Please return your application for and letter to: [admin@thefermainacademy.org](mailto:admin@thefermainacademy.org)

The deadline for applications is:

Timeline for Assessment and Selection Process	
Closing date for applications	Midday, Monday 16 <sup>th</sup> October 2023
Opportunity for informal discussions with Headteacher	Contact <a href="mailto:admin@thefermainacademy.org">admin@thefermainacademy.org</a> to arrange an appointment
Interviews	Thursday 19 <sup>th</sup> October 2023



# TEACHING AT THE YES TRUST

**To deliver the vision, our subject teachers will work in collaboration with the Headteacher focusing on three key themes:**

## **1) Re-connecting, raising aspirations and motivating**

- A whole education, recognising that essential pre-cursors to academic success are personal and emotional development, independent living and decision-making skills and discovering meaningful interests and goals
- A personalised curriculum including specific engagement activities based on the interests of each individual learner
- Positive and trusted adult role models in the form of Learning Mentors and qualified teachers recruited for their enthusiasm for working with disconnected young people and their ability to understand and adapt, in order to meet the needs of the students
- Opportunities to support social and emotional needs through individualised programmes and a varied curriculum

## **2) Unlocking every child's potential**

- The curriculum will determine the knowledge and skills students will learn at each stage. It will be planned efficiently to deliver exceptional lessons where students make outstanding progress, and are able to relate their learning to the wider world
- Individualised learning programmes, based on the interests and skills of the students and which draw upon the diverse range of pastoral, vocational, engagement and personal and social development activities
- Small groups of students (max 1:10) with capability to offer 1 to 1 student support
- Practical application of knowledge to develop skills that prepare for accreditation and work towards independence and social integration

## **3) Recognising and celebrating achievement**

- Positive learning environments with praise for success and recognition of achievement
- Regular liaison with parents and carers to involve them fully in the education of their children including weekly progress telephone calls
- Celebration of success through weekly celebrations with students and staff rewards for targeted elements and high-profile annual celebration events
- Relevant vocational learning that broadens the curriculum we offer to students, providing the opportunity to support their classroom learning by gaining practical skills in the workplace and ultimately allowing them to achieve recognised qualification

# JOB DESCRIPTION

## Key Priorities

- Deliver and maintain effective learning and teaching throughout school
- Provide an engaging curriculum within the academy
- Support the vision and direction of the school
- Undertake support, coaching and management responsibilities for a learning mentor / TA/ other support staff if required
- Ensure effective pastoral care and behaviour support throughout the school
- To be responsible for the day-to-day impact of own subject across the curriculum
- Willingness to demonstrate a flexible approach to the curriculum to meet school requirements

## Teaching and Learning

Teachers at The Academy will help secure and sustain effective teaching and learning throughout the Academy, monitor and evaluate progress and present students' achievements, effectively using benchmarks to track set targets for improvements. They will:

- Deliver the teaching of their own subject within the school and other subjects as and when required
- Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- Support and maintain the mental health and wellbeing of the students which promotes and secures good teaching, effective learning and high standards of achievement
- Help organise the curriculum and its assessment and work with the SLT to monitor and evaluate it in order to identify areas for improvement
- Ensure that the curriculum and assessments meet National Curriculum requirements
- Ensure that improvements in literacy and numeracy are priority targets for all students across school
- To liaise with the Academy's SENCO in order to identify students who require further support or intervention
- Deliver and support the PHSE and RHSE programmes across the school

### **Partnership Working**

- Support in establishing a culture and curriculum which fulfils the aims and requirements of the whole school community as set out in the vision
- Seek opportunities to invite parents and carers into The Academy to enrich student experience and to promote The Keystone Academy's value to the wider community
- Collaborate with staff, to actively promote British values, as well as the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Represent The Academy at relevant meetings, as and when required
- Collaborate with colleagues across the trust to share and develop best practice,

### **Health and Safety / Child Protection**

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that all members of staff take reasonable care for the health and safety of themselves and others
- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

# TEACHER PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
<b>Qualifications/ Education</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree or equivalent</li> <li>• Evidence of further professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Recognised behaviour / curriculum / SEMH qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Certificate</li> </ul>
<b>Teaching Experience</b>	<p>Proven ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to deliver at least good classroom practice</li> <li>• Set high expectations which inspire, motivate and challenge students</li> <li>• Promote good progress and outcomes by students</li> <li>• Demonstrate full subject and curriculum knowledge</li> <li>• Plan and teach well-structured lessons</li> <li>• Adapt teaching to respond to the strengths and needs of all students</li> <li>• Use assessment effectively to inform student's progress and to analyse data to help the target setting process.</li> <li>• Manage behaviour effectively to ensure a good and safe learning environment</li> <li>• Fulfil wider professional responsibilities</li> <li>• Communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies</li> <li>• Commitment to school-wide focus on student attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having led whole school learning and teaching strategy.</li> <li>• Success with students who are below expected levels</li> <li>• Work with disconnected students</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>

Criteria	Essential	Desirable	Evidence
<b>Additional Professional Skills</b>	<p>Proven ability to:</p> <ul style="list-style-type: none"> <li>Communicate effectively to groups and individuals, orally and in writing</li> <li>Resolve conflict through active listening and negotiation</li> <li>Demonstrate a flexible approach and a willingness to listen to others</li> <li>Provide advice and guidance to parents and carers in a positive and clear manner</li> <li>Remain calm when working under pressure</li> <li>Ability to show patience and empathy</li> <li>Ability to analyse situations, prioritise and help to implement realistic solutions</li> <li>Ability to establish and develop good relationships with all involved in the school</li> <li>Commitment to the school's wider community</li> <li>Willingness to deliver and support extra-curricular activities</li> <li>Ability to inspire all in a love of learning for your subject</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of coaching and/or mentoring</li> <li>Able to effectively resolve personnel issues</li> <li>Training in and understanding of child protection</li> <li>Training and experience of working with students with a variety of mental health needs</li> <li>Proven ability in leading a staff CPD session on a subject area</li> <li>Experience of supporting staff</li> <li>Effective liaison with Governors and a good understanding of their role</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>Demonstrate a good level and understanding of ICT</li> <li>Knowledge of how to deal with safeguarding issues in school</li> <li>Awareness of current developments in education and the implications of these.</li> <li>Understand how to plan appropriate interventions</li> <li>Behaviour management techniques for groups and individuals</li> <li>Know how to develop effective rapport with students, this being based on high expectations and establishing a purposeful learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and experience of current good practice and development in special education provision</li> <li>Knowledge of successful practice in teaching hard to reach students</li> <li>Knowledge of how to promote independence for young people with complex needs</li> <li>Behaviour Management training</li> <li>Mental Health training</li> <li>Knowledge and experience of supporting different aspects of SEND, including ASD, ADHD, SLCN</li> <li>Knowledge of OFSTED Framework</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> </ul>
<b>Shaping the Future /Philosophy</b>	<ul style="list-style-type: none"> <li>Demonstrate and communicate clear ideas to promote the schools' vision and ethos</li> <li>Expectation of high achievement of all students</li> <li>Evidence of understanding and commitment to equality of opportunity</li> </ul>		<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>



Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> <li>• Respect for students' individual difference</li> <li>• Commitment to parental partnership in education and developing links between school, home and the community</li> <li>• Awareness of the need to develop a school culture responsive to the nature of the school's communities</li> </ul>		
<b>Developing Self and Working with Others</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• Commitment to one's own continuing professional development</li> <li>• Ability to work as part of a team</li> <li>• Ability to make and take decisions and set priorities</li> <li>• Able to gain and maintain the confidence and respect of colleagues, students, parents and multi-disciplinary professionals</li> <li>• Able to delegate responsibility with accountability for area of responsibility</li> <li>• An ability to work in partnership with those agencies that work with the school.</li> <li>• Have perseverance and the ability to self-reflect.</li> <li>• Be confident and enthusiastic</li> <li>• Be reliable and have integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of delivering staff training for staff, Governors and Parents</li> <li>• Evidence of work in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Positive recommendation from present employer</li> <li>• Safer recruitment completed</li> <li>• Good attendance record</li> </ul>		<ul style="list-style-type: none"> <li>• Letter</li> <li>• References</li> </ul>

**The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.**

# THE YES TRUST



The Youth Engagement Schools (YES) Trust is a multi-academy trust based broadly in the North West. Together, we have developed a growing family of schools which makes a difference for children and young people. As we continue to set and raise the bar in all the work we undertake, we are keen to maintain our national recognition as one of the highest achieving alternative and SEN multi-academy trusts in the country.

We unashamedly use words like “kindness” and “compassion” in our values. Our ability to make that difference rests on our vision and our core values which include an absolute belief in the importance of collaboration and mutual support, and on our recognition of the trust as a family of schools in which colleagues are equally valued. We want to continue this further, and to become the employer of choice for teaching and support staff across the region.

With my very best wishes,

Mr. Nic Brindle  
Chief Executive



## **Mission statement: Transforming lives**

We are:

- Child centred
- Adaptive and sensitive to need
- Authentic in our relationships

We strive for:

- Solution-focused mindsets
- A climate of reflection and feedback
- Intrinsic motivation \*
- Continual improvement
- A culture of collaboration

Our minimum expectations of our staff are:

- Belief in our core
- Professional conduct at all times
- Appropriate communication
- Ability to follow direction
- Kindness and compassion
- Flexibility and adaptability

\*Intrinsic motivation refers to actions that are driven by internal rewards. The motivation to engage in a behaviour arises from within because of the inherent satisfaction of the activity rather than the desire for a reward or specific outcome. The three main elements of intrinsic motivation are autonomy, purpose and mastery. People are intrinsically motivated when they can act independently, feel that their efforts matter, and gain satisfaction from becoming more skilled.

# LOOKING AFTER OUR TEAM

At the Yes Trust, we believe our aims and vision for our students and their carers are best achieved through supported and valued team members. We offer the following benefits to all Trust employees from their first day with us:

- Access and support with training and CPD including further professional qualifications.
- Specialist training where required
- Cycle to work scheme
- Flexible and supportive approach to work
- Free lunch at school
- Free parking
- Nursery benefits
- Car purchase salary sacrifice scheme
- Education Mutual – access to free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox
  - A huge range of discounts, free gifts, perks including shopping, eating out, holidays
  - The wellness Hub – access to a variety of practical and useful resources
  - Medical – on-line GP appointments, prescriptions, and advice at a time convenient to you



# The Youth Engagement Schools Trust (YES TRUST) Safer Recruitment Policy Statement

The safe recruitment of staff in the YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not

with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)
- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

necessarily be a bar to obtaining a position. This will depend on the background, nature, and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling, and security of Disclosure information.

A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.