



# Applicant Information Pack Teacher of English



The Archer Academy is an outstanding secondary school at the heart of our community, providing students from all backgrounds with the inspirational education they need to live successful and fulfilling adult lives

*Summer Term 2022*

[www.thearcheracademy.org.uk](http://www.thearcheracademy.org.uk)



# The Archer Academy

Realising potential. **Inspiring creativity.** Engaging with our community.

The Archer Academy  
Stanley Road Campus  
Eagans Close  
East Finchley  
N2 8GA

May 2022

Dear Candidate,

Thank you for your interest in the Archer Academy and the post of **Teacher of English**. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further background information is available on our website and in our prospectus – I would encourage you to review both.

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for local children that will prepare them for adult life. We cannot know exactly what the future will bring for our students, but by giving them a love of learning, adaptable skills and the determination to succeed, we will enable them to rise to whatever challenges they face.

We are a maturing 11-16 secondary school which opened in September 2013 in East Finchley, serving families in the surrounding areas of North London. The school was created to meet the needs and desires of parents, primary school governors and the local community, for a first-choice, non-denominational, coeducational secondary school.

We are significantly over-subscribed, with over 1100 applications for entry in September 2022. We became a complete school in September 2017 for the first time, with students in years 7 through to year 11. Our pioneer year group sat our first set of GCSE examinations in the summer of 2018. We have now secured four sets of GCSE results, which confidently place us in the top 10% of all schools nationally. We were graded 'outstanding' by Ofsted in June 2019.

We are a campus school, a model which we believe allows us to create a distinctive atmosphere on each site. Our students complete Lower School, Years 7 to 9, at our Stanley Road campus, a state of the art building with incredible facilities. Our students graduate to our Upper School at Beaumont Close, just a few minutes' walk away, in Year 10. Our campus provides each cohort the chance to grow and develop amongst their closest peers and creates a real sense of progress when students graduate to the college-like atmosphere of Upper School, a rite of passage they aspire towards. Our campus model also reinforces the small, community feel of our school.

We currently have 486 students in years 7-9 and 324 students in year 10-11. We are currently an 11-16 school working in a strategic partnership with Woodhouse College and Barnet and Southgate College for post 16 education. This partnership is dynamic and evolving rapidly, securing a third transition point for our students and professional development opportunities for our staff. We are ambitious to continue to develop this provision over the coming years and see ourselves very much as an evolving 11-18 school.

We are now confidently in our ninth year as school, we are firmly established, with a strong and experienced team in place. We are excited about the opportunities ahead of us as a school as we seek to be beyond outstanding.

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This role represents a unique opportunity to join our thriving English Department. English is one of the specialisms of our school and results across the key stages are outstanding. The English Department has a high profile across the school, with an ambitious whole school literacy strategy in place. Alongside outstanding classroom teaching and learning, the department also leads on a broad spectrum of extra-curricular opportunities, including our annual LitFest. We were delighted to open our new Upper School library in January 2020 and see this as a pivotal tool in further expanding both the profile and provision for English and literacy opportunities across our school. The department is led ambitiously with a strong vision and capacity for sustained and exciting growth as our school continues to evolve.

We welcome applications from experienced teachers and ECTs but opportunities are also available for colleagues seeking to complete their teacher training. A variety of accredited teacher training programmes are led by the school, such as HCUK and E Qualitas.

As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At the Archer Academy we are evolving our exceptional school and to do that, of course, we need an exceptional, fulfilled staff team. I ask a lot from my staff, but in return I can promise extensive support and development opportunities, and the space and freedom to extend your skills which would be hard to find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at [www.thearcheracademy.org.uk](http://www.thearcheracademy.org.uk) within the "Join us tab". Tours of the school are encouraged, with an opportunity to meet staff and students, and we would be delighted to welcome you to our school. Please contact Jessica Scott (details below) to arrange a visit.

Please submit your application by email to, Jessica Scott, Headteacher's PA & HR Manager, at [recruitment@thearcheracademy.org.uk](mailto:recruitment@thearcheracademy.org.uk). Please do not hesitate to contact Jessica with any questions or to arrange a tour of the school.

Interview dates are as advertised.

**Deadline for application:** noon on the Monday 13<sup>th</sup> June 2022

**Provisional interview date:** Friday 17<sup>th</sup> June 2022

This is undoubtedly an exciting time to join the Archer Academy, as we move confidently into our next phase. We very much look forward to hearing from you and thank you for your interest in our school.

With my very best wishes,



Lucy Harrison, Headteacher

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## Our vision

Our three-fold vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children, an experience that they will relish and that will prepare them for adult life. It underpins every aspect of life at the Archer Academy, and is the benchmark against which we measure our success.

### **Realising potential:**

Helping students to achieve personally, socially and academically to the best of their abilities. Our outstanding teachers set high standards and challenge each and every student to fulfil their individual potential, both in their studies and through extra-curricular activities.

### **Inspiring creativity:**

Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated. This commitment to creativity and analytical thinking applies across the whole curriculum as well as our extra-curricular opportunities.

### **Engaging with our community:**

Ensuring that students respect others and value working with others for mutual benefit. The Archer Academy is a school with its roots in the community, and so responsibility and participation are fundamental to our ethos.

### **Supporting our students**

We create a culture that celebrates achievement in all aspects of school life. For the school, good behaviour and firm discipline underpin a happy, respectful and productive learning environment.

We also offer an extended day twice a week, during which students take part in extra-curricular activities. We provide a broad enrichment programme that covers: sports clubs and teams; creative arts societies; media and politics; vocational and entrepreneurial societies; voluntary work and awards schemes.

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## **Job description** **Teacher of English, MPS/UPS**

The English Department is led by an experienced Head of English, and consists of five full-time teachers. Colleagues have a range of experience and responsibilities within the wider school community. All colleagues are expected to have a command of their subject and contribute fully to the department's curricular and extra-curricular programme. Additionally, the department works closely with the Literacy Co-ordinator and both Librarians.

The Department places a strong emphasis on reading and wider literacy skills with curriculum time dedicated to this, alongside the broader English curriculum. A focus on the accuracy and fluency of written work is reflected in the department's approach, which emphasises academic, analytical and creative writing skills. A broad range of enrichment opportunities are led by the department, including English Scholars, Creative Writing, Book Club and English Masterclasses. A school wide approach is secured by the Department, linking into our Thematic Learning curriculum and leading on whole school focused weeks such as LitFest. Transition plays a pivotal role within the curriculum, and the Department work collaboratively with KS2 and KS5 teachers within the borough to ensure excellent outcomes for students in Y6 and Y11.

English Language and English Literature are taught in an integrated manner from Years 7 to 11, and all candidates are entered for both subjects in the AQA GCSE.

Both English Language and English Literature are incredibly popular with students proceeding to study at A Level.

The experiences, skills and qualities set out below capture the ideal requirements for successful fulfilment of the role described. In practice, if a candidate does not meet all these requirements but demonstrates the potential, adaptability and ambition to grow into the role, this may still enable them to be successful.

### **Essential characteristics**

- A high-calibre English graduate
- A strong understanding of how to secure examination success for young people
- Excellent teaching ability: be able to communicate effectively to students their passion for the subject, deliver inspiring lessons, have the aptitude and desire to support all our students, the most as well as the least able, to achieve their highest potential
- Resilience, flexibility and a sense of humour
- Commitment to the protection and safeguarding of young people

### **Desirable**

- A higher degree
- Confidence in the use of ICT and the ability to develop ICT resources for students and teachers

### **All members of staff at the Archer Academy are expected to:**

- Sustain and improve the quality of education offered to students in the school.
- To embed the Academy's values into day-to-day life.
- Promote the Academy's culture of independent learning.
- Promote educational opportunities, equality of access to opportunities and an appropriate safe and healthy working environment for all members of the school.
- Share responsibility in the school's development and to contribute to the planning and direction of the

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school.

- Recognise that the ethos of the school is a shared responsibility to which they can make a significant contribution and which they should uphold.
- Have a thorough and up to date knowledge and understanding of their subject specialism.
- Have a detailed knowledge of the relevant aspects of the National Curriculum, including national standards and other statutory requirements.
- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work collaboratively with other staff to plan and deliver an inspirational thematic learning curriculum which seeks to secure outstanding learning outcomes for all students.
- Plan and deliver the school's Enrichment Programme.
- Plan and deliver the school's Thematic Learning curriculum.
- Be aware of, support and ensure equal opportunities for all.
- Prepare all students confidently for the next step in their educational journey.

In addition, all teachers at the Archer Academy will carry out the professional duties of a teacher (as set out in the Teachers' Pay and Conditions document) including those duties particularly assigned to the teacher by the Headteacher.

## **Principal Responsibilities:**

Within the guidelines and policies of the school and under the direction of their Head of Department, the post-holder will:

- Contribute to the teaching within their department and the school.
- Be willing and able to offer a second subject at KS3 and to contribute to thematic learning projects.
- Participate in the development of appropriate specifications, materials and schemes of work.
- Plan and prepare schemes of learning that meet the demands of the Key Stage Four and Key Stage Five curriculum, ensuring examination success for all students.
- Develop teaching strategies which, through appropriate and relevant learning experiences, reflect the range of learning styles of individuals which are necessary for the development of the individual student in the curriculum areas.
- Assess how well learning objectives have been achieved and use this assessment to inform future planning and teaching.
- Assess students' strengths and weaknesses and their performance against potential targets.
- Mark and monitor classwork, homework and assessments providing ongoing constructive written and oral feedback, setting targets for students' progress.
- Through the process of assessment for learning, review students' work and set targets for improvement.
- Monitor progress and use appropriate strategies to motivate students to achieve targets.
- Identify and support low-achievers, using specialist help where needed.
- Identify the needs of SEN students including drafting and running individual education plans with the Head of SEN & Inclusion.
- Identify the needs of all identified groups of students and plan appropriately to meet their needs
- Foster a happy, disciplined working environment in which students may grow socially, physically, emotionally and intellectually, as well as developing their individual talents and fostering an appreciation of the gifts and needs of others.
- Secure good behaviour in the classroom throughout the school in line with the school Behaviour & Rewards policy.
- Take advantage of opportunities created by ethnic and cultural diversity.
- Liaise with parents by oral and written reports, discussing progress and encouraging them to support their child's learning.

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- Deploy support staff in the classroom effectively.
- Secure a stimulating and orderly classroom environment.
- Contribute effectively to school improvement.
- Take responsibility for your own professional development.

## **General Duties:**

- To carry out a share of supervisory duties in accordance with published schedules and any other reasonable duties at the request of the Headteacher and wider SLT.
- To participate in appropriate meetings with colleagues and parents relative to the above.
- To be Tutor of an assigned tutor group and to carry out related duties.
- To get to know each individual student in the group, to monitor his/her attendance, punctuality, dress, behaviour, academic progress and homework; to report on these as required to the Head of Year and to parents.
- To be responsible for initiating discussion, work and study of the Lifelong Learning curriculum within the tutor period, encouraging all students of all abilities to participate and on occasions to take a leading role.
- To prepare reports for parents as and when required and comment on behaviour and progress in a tutor's summary of subject teachers' reports.
- To act as the direct link between the staff and the students. Information must be passed regularly and promptly to the students by the Tutor.
- To attend assemblies with their group (unless specifically excused) and to assist the SLT in carrying out its duties regarding collective worship as laid down in the Education Acts of 1986 and 1988
- To promote and embed social, moral, spiritual and cultural education.
- To keep records in the tutor group. Registers must be kept in accordance with legal requirements, authorised and unauthorised absences recorded and notes of explanation filed, suspected truancy to be reported immediately to appropriate staff. Other returns of a routine nature should be dealt with as required, together with the distribution of information to parents.
- To care for the furniture and fabric of their tutor room.
- To keep a general eye on the personal appearance and behaviour of students and to insist on a reasonable standard in line with school policies.
- To attend meetings associated with this role as required.

## **Professional Skills and Experience:**

- Possess a good degree and QTS.
- Be an excellent teacher with the ability to inspire students to become effective, self-directed learners.
- Have the skills and experience necessary to achieve outstanding examination results.
- Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
- Have experience of teaching a range of year groups including examination classes.
- Show evidence of having developed the learning capacity of students.
- Be an enthusiastic and effective form tutor who is fully committed to embracing the Academy Vision.
- Show evidence of continued professional development.
- Have relevant experience of working in comprehensive and multicultural environments.
- Have sound understanding of strategies to raise attainment.
- Have the capability to lead others in successful school improvement and innovation.
- Demonstrate the ability to set up and operate effective self-evaluation systems.

## **People, Relationships and Communications:**

- Be committed to maintaining the distinctive and inclusive ethos of the Academy.
- Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.

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- Have qualities which earn the trust and respect of students, staff, parents, governors and the wider community.
- Possess integrity, optimism, credibility, resilience and calmness.
- Possess excellent written and verbal communication skills.
- Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
- Be able to build constructive working relationships with local schools and colleges, employers, the local community and the local authority.
- Appreciate the balance between the academic, social and emotional development of young people needed to create an outstanding school.

**Responsible to:** Head of Department/Year

## Person specification

<b>Skills, Qualifications and Training</b>	<b>Essential</b>	<b>Desirable</b>
Qualified Teacher Status	✓	
Good degree in the relevant subject	✓	
Courses of further study relevant to the post		✓
Evidence of active involvement in professional development		✓
Excellent organisational skills	✓	
Excellent ICT skills	✓	
<b>Teaching Quality &amp; Experience</b>	<b>Essential</b>	<b>Desirable</b>
Have experience of teaching a range of year groups including examination classes	✓	
Possess thorough understanding of the requirements and opportunities of the secondary curriculum	✓	
Be an excellent teacher with the ability to inspire students to become effective, independent learners	✓	
Ability to plan lessons effectively and have sound understanding of strategies to raise attainment	✓	
Have the skills and experience necessary to achieve outstanding examination results	✓	
Good awareness of current educational developments	✓	
Be an enthusiastic and effective form tutor	✓	
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
High levels of integrity and professionalism	✓	
Ability to work well in a team	✓	
Ability to think originally and creatively	✓	
Enthusiasm, energy and commitment	✓	
Possess excellent written and verbal communication skills	✓	
An understanding of and commitment to the Archer Academy vision	✓	
Have the ability to relate positively to students, parents and other stakeholders to engage them successfully in the life of the Academy	✓	
Be committed to maintaining an inclusive ethos in the Academy	✓	
Appreciate the balance between the academic, social and emotional development of young people needed to create an outstanding school	✓	

### Safeguarding:

The Archer Academy is committed to safeguarding all children. Candidates must be suitable to work with children and young people. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and a criminal record disclosure will be required prior to appointment- DBS/CRB check. Members of the Panel have undergone Safer Recruitment training.

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## **Diversity and Inclusion**

The Archer Academy is also committed to promoting equality and diversity, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community