



**South Shore Academy**  
**St Annes Road, Blackpool,**  
**Lancashire**  
**FY4 2AR**  
**(01253) 336500**

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## Bright Futures Educational Trust

Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: community, integrity and passion. In everything we do, we remember that we are accountable to the children, families and communities that we serve.



Our schools have their own identities and form one organisation and one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: <http://bfet.co.uk/about-us/>.

The central team comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth Director of Education; Lisa Fathers, Director of Teaching School and Partnerships and Lynette Beckett, Director of HR & Strategy. The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge and support. In addition to the executive team, we have central operations for finance, HR, educational psychology and Digital Technologies. Please see our website brochure which explains our central operations: [Working together for a Bright Future](#).

Bright Futures Development Network is another important outward facing component of our organisation made up of a number of hubs and networks at the heart the Trust. In January 2021, after significant national reforms to the teaching school policy Bright Futures was designated with two new large-scale [Teaching School Hubs](#), which replace the Alliance for Learning Teaching School. This growth and expansion in our outward facing work brings about a significant increase in accountability and reach. The two Bright Futures Teaching School Hubs are designed to provide strong strategic regional leadership to build robust partnerships to support teachers and leaders in every phase and type of school, at each stage of their development. A crucial part of the hub remit is carefully ensuring structured collaboration. The Teaching School Hubs are at the forefront of providing high quality professional development, playing a significant role in the implementation and delivery of: The Early Career Framework, National Professional Qualifications (NPQ), Initial Teacher



Training and Continuous Professional Development (CPD). The Hubs work directly with the Department for Education and national NPQ/ECT providers. In addition to this, the Hubs enhance the professional development needs of Bright Futures schools and academies. Within this outward facing area of Bright Futures Educational Trust, we have a commercial offer run through the [Alliance for Learning](#) which provides first-class school improvement services and CPD to over 700 schools, further complementing the work of our Teaching School Hubs. Our School-Centred Initial Teacher Training (SCITT) [Bright Futures SCITT](#) is also an integral part of the Teaching School Hubs, with over 10 years' experience and judged Good by Ofsted, we offer Early Years, Primary and Secondary teacher training programmes. Within the Bright Futures Development Network, we are also proud to have a Maths Hub: [NW1 Maths Hub](#) offering a wide range of maths specific high-quality professional development opportunities and training/coaching to 500 schools.



# Bright Futures

## DEVELOPMENT NETWORK



Collaboration and strong relationships form one of the 'commitments' in our Strategy and all components of the Bright Futures' family work closely together. Our Strategy was developed collaboratively and can be found on our website: [Our Strategy](#).



## South Shore Academy

South Shore Academy was one of the first schools to join Bright Futures Blackpool cluster, and is working with the Trust to help every student and member of staff to succeed. Leaders from South Shore are involved in collaboration and support with other Bright Futures schools, and we also receive advice from other leaders within the Trust whose expertise helps us to fully meet the needs of all our pupils.



We are proud of the excellent relationships that exist between staff and students. Within our culturally diverse student body, tolerance, respect and understanding are cornerstones for the strong relationships which exist. Parents and governors work in partnership with the school, in order to ensure that the young people of our community enjoy the highest standard of education. The traditional values of courtesy, discipline and respect are important to us and we believe that upholding them will help us to achieve results for all at South Shore.

## SOUTH SHORE ACADEMY- PUPIL INFORMATION

<b>Type:</b>	Mainstream School
<b>Phase:</b>	Secondary
<b>Funding status:</b>	Public - Academy
<b>Gender:</b>	Mixed
<b>Religion:</b>	Mixed
<b>Age Range:</b>	11 - 16 years
<b>No of students on roll:</b>	785
<b>PAN:</b>	895
<b>SEN Students:</b>	25% typically
<b>EAL Students:</b>	10% typically
<b>Address:</b>	South Shore Academy St Annes Road, Blackpool Lancashire. FY4 2AR

**Telephone:** +44 1253336500  
<http://www.southshoreacademy.co.uk>



South Shore Academy is located in the south shore area of Blackpool with great links to the M55 motorway and also has good transport links.



### 2021 GCSE results

English and Maths

G4-9 38.8%

G5-9 18.8%

G7-9 5.6%

There were some excellent results in: Computer Science G4-9 65.4% and Physics G4-9 100% Geography, History, Chemistry and Physics all show a strong improving trend. The school have also posted some excellent BTEC outcomes. There is much still to be done, but the school is enjoying a period of positive improvement, has a committed, friendly, and enthusiastic staff and a real drive to provide the very best for students.

South Shore Academy serves people who experience very high levels of socio-economic disadvantage. Numbers of children with special educational needs and/or disabilities are high. There is a high level of social care involvement with families and pupil mobility is also high. These indicators highlight the vulnerability of many families who have also been impacted badly by Covid 19. Equally, the students, families, and communities that we serve at South Shore are bright, ambitious, resilient, friendly, and kind. We owe it to them to maintain the highest expectations and to work positively and creatively to realise the Bright Futures vision: 'the best *for* everyone, the best *from* everyone'.

### Blackpool Opportunity Area and Education Improvement Board

Blackpool was designated as one of the government's 'Opportunity Areas' four years ago. The town has received significant additional resources from the DfE during that time and this has impacted positively on work at South Shore. The work of the OA has increased the scale and depth of collaboration between schools



in Blackpool. The secondary sector works well together to take responsibility for *all* children and young people in Blackpool. Blackpool's Research School, English Hub and Teaching School Hub each make a valuable contribution to the work of schools in the area. The MATs responsible for mainstream and special secondary schools in Blackpool work closely together. There is a secondary headteacher group and the MAT Chief Officers also meet regularly.

The local authority is very supportive of schools and has been a valuable partner, especially during the Covid pandemic. Through the Opportunity Area resources, South Shore has reduced permanent exclusions to zero and has a good programme of family support/early help in place. Through the Education Improvement Board – a collaborative structure focusing all partners on improvement – the town has developed an ambitious ten-year strategy for education.

## Ofsted

South Shore was last inspected in September 2019 under the 'new' Education Inspection Framework. The school was judged to 'require improvement' but inspectors noted many significant improvements, not least in the improved consistency and quality of teaching, learning and the curriculum. The report can be accessed here:

[Ofsted 2019](#).

## Staff Information

- Snr Leadership:** In addition to the post of Head of School, South Shore has six other Leadership roles; two Deputy Head posts and four Assistant Head posts.
- Teachers:** The academy has 46 teaching posts and 20 of these role holders have a range of teaching and learning responsibilities (TLRs) such as team leader, deputy team leader (department heads/deputies), SENDCo, reading leader, heads of year and for leading careers, EAL and Duke of Edinburgh award.
- Associate Staff:** In addition, there are 49 associate staff posts e.g., pastoral leads, data, HR, IT, technicians, keyworkers, facilities, administrator posts
- Staff engagement:** A summary of the results of the Spring 2020 staff engagement survey is included below. Over the last few years, the new leadership team have made significant improvements in the culture at the academy. This is also seen in the voluntary turnover which in 2019/20 was 7.87% (lower than the national and the Trust's average) and sickness absence in term two 2020/21 was 1.34%, again lower than the national and Trust's average.
- Governance:** Accountability for the school rests ultimately with the Bright Futures Board of Trustees. However, the Board delegates some of its responsibilities to a local governing body (LGB) of staff, parents/carers, community, and co-opted representatives. The LGB is chaired by Jill Baker. Jill worked at the most senior levels in education and children's service in local authorities and with DfE and bring significant experience and expertise to the role.

## Executive Summary (1)

### Key Findings

#### Engagement Within School

- The results are very encouraging for South Shore. Staff engagement for the school is above the Bright Futures overall average. Staff are very positive with the school overall, the leadership, teamwork and support and well-being within the school.
- South Shore staff engagement has seen an increase across all areas since the 2015 survey.
- Notable differences since the previous survey are that staff believe the school is making a real difference in the community, improving pupil's lives, morale and team spirit is high and the confidence in senior leadership and communication has increased.
- There tends to be a higher level of engagement amongst staff aged 41-55 years, most notably relating to their personal development, teamwork and support and well-being.

#### Engagement With Bright Futures

- Staff agreement with the Trust statements and the visions and values is amongst the highest recorded across the schools, second only to Bright Futures' Central team.
- Engagement has also greatly improved since the 2015 survey, staff have a clearer understanding of the strategy and increased confidence in senior leaders to manage change. South Shore has the highest level of agreement of all schools regarding Trust senior leaders taking workload into account.
- The school receives one of the top Net Promoter Scores, of 46, meaning more staff - over half - are Promoters, and are likely to recommend Bright Futures as a place to work.





## Why work for us?

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the Equality, diversity and inclusion statement on our website: <http://bfet.co.uk/vacancies/>.

### Geography teacher

Due to the growing popularity of the academy and a rapid growth in student numbers, we are seeking to appoint a committed and dynamic specialist teacher of Geography to join our team from September 2022. The successful candidate will be an inspiring innovative teacher, who is committed to striving for excellence for all students, ECTs are welcome to apply – we have a bespoke and rigorous training programme which will both support and challenge you in the early stages of your career. There is also an opportunity for including additional pastoral responsibility to the role as a Head of Year if suitable.

## Terms and Conditions

<b>Salary:</b>	MPS/UPS + TLR 2A for Head of year
<b>Terms:</b>	Teachers terms and conditions
<b>Pension:</b>	Teachers Pension scheme
<b>Other:</b>	We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions. We also offer opportunities for professional development.
<b>Start Date:</b>	1.9.22

**For a full explanation of our employment offer please see the booklet on our website:**

[Great-Place-booklet.pdf \(bfet.co.uk\)](http://bfet.co.uk/Great-Place-booklet.pdf)

## How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education (2021), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equalities and diversity.

### **NO AGENCIES PLEASE.**

Our application form is available online, along with the disclosure of criminal background form. The portal link is: <https://bfet.jotform.com/221254155267857>

**Please complete the application by 15<sup>th</sup> May 2022**

The selection will take place at South Shore Academy w/c 23<sup>rd</sup> May 22. If you would like to arrange a visit, please email [vacancies@ssa.bfet.uk](mailto:vacancies@ssa.bfet.uk)



### Keeping Children Safe in Education

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

### Data Privacy

You can the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: <http://bfet.co.uk/wp-content/uploads/2018/07/BFET-Applicant-privacy-notice-002.pdf>





## **SUBJECT TEACHER**

### **REPORTS TO THE SUBJECT TEAM LEADER**

#### **About the Role – Subject Teacher**

#### **Teachers' Pay Scales plus school teachers terms and conditions**

Subject Teachers are essential members of the Academy Team. Post holders will strive to secure outstanding teaching, to ensure effective learning in the subject and to facilitate excellent outcomes for the pupils. They will care for and inspire pupils to believe in themselves and promote a lifelong love of learning.

They will effectively carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document and meet the national professional standards.

They will strive for excellence in all they do and be committed to working as a part of a team to provide first class provision for all our pupils. They will have energy, experience and passion to motivate themselves, their colleagues and the pupils to be the best they can be.

Excellent teamwork, high standards of professionalism and a capacity to work hard will be at the core of their success. They will have the ability, determination and commitment to work collaboratively with the Head of School to continue the development of the Academy.

#### **KEY RESPONSIBILITIES:**

1. To be responsible for the effective teaching, learning and organisation of assigned pupils to secure good outcomes.
2. To promote the wellbeing of all pupils and maintain high expectations of behaviour in accordance with the Academy's Behaviour Policy.
3. To develop and maintain positive professional relationships with all members of the Academy's community.
4. To actively engage in the professional development opportunities to further develop skills and improve practice.
5. To play a full part in the life of the Academy to support its vision and ethos.

#### **KEY FOCUS AREAS**

##### **Teaching, Learning and Outcomes**

- Set high expectations that inspire, motivate and challenge pupils.
- Ensure all lessons are well planned and personalised, taking into account the different needs of pupils and their prior attainment, with clear objectives and learning outcomes identified.
- Ensure all lessons are well prepared, with equipment and resources readily available, and delivered in accordance with the Academy's Teaching and Learning Policy.
- Ensure that literacy, numeracy and other Academy curricular initiatives are reflected in the learning experience for all pupils taught.



- Ensure feedback and marking provided to pupils, in both written and verbal form, supports pupils' better understanding of their achievement to date and what is needed to progress further.
- Use of formative and summative assessment to identify next steps to secure pupil progress.
- Maintain accurate records of pupil progress and assessments.
- In line with Academy policy, report evaluate and analyse pupil progress towards targets to identify individual and groups of underperforming pupils.
- Work proactively with the Subject Team Leader, and colleagues within the subject team, to implement strategies to address the underperformance of individual and groups of pupils.
- Undertake assessment of pupils requested by external examination bodies, subject and Academy procedures.
- Ensure the effective deployment of additional support staff within the classroom to maximise pupil progress.
- Create and maintain an engaging, exciting and orderly learning environment.

### **Pastoral**

- Have regard for, and promote the need to, safeguard pupils' well-being, in accordance with statutory provisions and Academy policy.
- Contribute to the development of PSHE, Citizenship and enterprise according to Academy policy.
- In line with Academy policy, maintain high standards of behaviour both within the classroom and the subject area to facilitate high standards of teaching and learning.
- Encourage and maintain high standards of attendance, punctuality and work by pupils.
- Assess record and report on the attendance, progress, development and attainment of pupils and keep such records as required.
- Be a form tutor to an assigned group of pupils and carry out that role in line with Academy policy.
- Carry out supervision duties as directed in the Academy duty rota.

### **Community**

- Develop and maintain positive professional relationships with all members of staff and professionals from other education establishments and approved agencies.
- Work in partnership with parents and carers, creating positive links and communicating effectively.
- Report to parents and carers to share the development, progress and achievement of pupils and attend parent consultation meetings in line with Academy policy.
- Be supportive of the Academy's PTFA.
- Be supportive of the Academy's extra-curricular activities and provision.



### **Professional Development**

- Actively engage in subject and Academy quality assurance processes in line with Academy policy, including lesson observations and work scrutiny.
- Actively engage in the Academy's appraisal systems.
- Attend and contribute to staff meetings / INSET as required.
- Continue own professional development in relevant areas including subject knowledge and teaching and learning methodology.

### **Whole School Commitment**

- Support and assist in the development of the Academy's vision and aims.
- Contribute to the preparation of subject improvement plans, policy and practice as part of the subject team.
- Work with other members of staff to ensure the success of whole school initiatives as they occur in the academic year.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.

### **Upper Pay Scale**

In line with STP&CD, teachers who have progressed on to the Upper Pay Scale will, in addition to the above:

- Demonstrate that they are highly competent in all elements of the national standards
- Ensure their achievements and contribution to the Academy are substantial and sustained.

### **EXPECTATIONS OF ALL ACADEMY STAFF**

- Work professionally and effectively as part of a specific and wider Academy staff team.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, carers, governors and members of the local community.
- At all times to be a positive, professional role model for all pupils.
- Treat all students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to staff's professional position.
- Actively adhere to the Academy's commitment to safeguarding of all pupils and the promotion of pupils' well-being, in accordance with statutory provisions and academy policy.
- Carry out supervision duties as directed in the duty rota.
- Actively engage in the Academy's performance management process.
- Actively engage in the CPD programmes to develop skills and improve practice.



- Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.
- Act as an ambassador for the Academy at all times and positively promote its reputation within the community.
- Attend Academy events and activities as directed by the Head of School.
- Carry out any additional duties within the purview of the post as directed by the Head of School or the Executive Principal.

• **About the Person – Subject Teacher**

	<b>Essential</b>
Qualifications, Educational, Training	<p>Good academic qualifications including degree relevant to the department</p> <p>Q.T.S.</p> <p>At least GCSE or equivalent grade C or above in English and Mathematics.</p> <p>Evidence of recent professional development or further professional study.</p>
Relevant Experience	<p>Successful teaching experience, relevant to the subject, including up to GCSE level.</p> <p>Experience of contributing to the work of a department including involvement in curriculum / course planning, development and evaluation.</p> <p>Recent and relevant experience of working with pupils with SEND in a main stream setting.</p>
Knowledge, skills, abilities	<p>Good classroom practitioner demonstrating competence in all areas of the Teaching Standards.</p> <p>Up to date subject knowledge, with an ability to plan and teach challenging, engaging and well-organised lessons.</p> <p>Ability to generate enthusiasm for the subject and for learning in general.</p> <p>Good behaviour management skills, with an ability to develop positive relationships with pupils.</p> <p>An effective team member, engaging with others to secure good outcomes.</p> <p>Ability to communicate effectively, both orally and in writing.</p> <p>Competent IT skills.</p> <p>Commitment to demonstrating a responsibility for safeguarding and promoting Safeguarding.</p>



Dispositions and Attitudes	<p>Demonstrate enthusiasm, drive and love of the job.</p> <p>Demonstrate a commitment to the aims and ethos of the Academy and the Trust.</p> <p>Demonstrate a passionate commitment to developing the best in pupils.</p> <p>Demonstrate a commitment to inclusion and pastoral care.</p> <p>Emotional resilience, demonstrating a positive approach to challenges.</p> <p>Good sense of humour and the ability to show compassion.</p> <p>A willingness to be engaged in extra-curricular activities, partnerships and community activities.</p> <p>Hold excellence attendance and punctuality records.</p>
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