



South Shore Academy

St Annes Road, Blackpool,
Lancashire
FY4 2AR

JOB INFORMATION PACK

Vacancy: Reading Intervention teaching lead
South Shore academy



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/>.

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](#).



Welcome to South Shore Academy, a Bright Futures Educational Trust school. Bright Futures gives children and young people at its schools exciting educational and extracurricular opportunities that help every student be the best that they can be.

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

Type:	Mainstream School
Phase:	Secondary
Funding status:	Public - Academy
Gender:	Mixed
Religion:	Mixed
Age Range:	11 - 16 years
No of students on roll:	755
PAN:	985
SEN Students:	25%
EAL Students:	10%
Address:	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.





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.



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/>.

The governors are seeking to appoint a dynamic and inspirational leader of our Reading Intervention Team. This post has significant leadership responsibilities as you will be leading and supported by a team of dedicated, hardworking HLTAs. You will need to be passionate about supporting children and enabling them to reach their true potential. This is a wonderful opportunity for an experienced teacher wanting to hone their skills in leadership, embedding the current implementation model and using data to select the appropriate intervention strategy.

Terms and Conditions

- Salary:** MPS/UPS TLR 2C
- Pension:** Teachers pension scheme. Please look at the website: [Www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)
- Other:** We offer salary sacrifice schemes for purchasing cycles and technology, through monthly interest free salary deductions.

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.

Application forms and criminal disclosure forms will need to be completed by the date specified using the link: <https://bfet.jotform.com/221233380169855>

Closing date 15th May 2022
Interviews w/c 18th May 2022

If you would like to look around the school, please email 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>





READING INTERVENTION TEACHING LEADER

REPORTS TO ASSISTANT HEADTEACHER: EVIDENCE INFORMED TEACHING AND LEARNING

About the Role – Reading Intervention Teaching Leader

Teachers' Pay Scales plus TLR 2C plus school teachers terms and conditions

The Reading Intervention Teaching Leader will be an inspirational and outstanding practitioner. Under the direction of the Assistant Head of School for Evidence Informed teaching and learning, they will take a leading role in the development of a phonics based curriculum and provide specialist CPD on early reading to all Departmental Leaders across the curriculum. They will take a strategic role in further developing reading across the academy. As an essential part of the Literacy Intervention Team, they will be strategically deployed to teach groups of identified pupils to overcome barriers to word acquisition and comprehension to enable them to rapidly raise their reading levels.

They will strive for excellence in all they do and be committed to providing first class provision for all our pupils. They will have energy, experience and passion to motivate themselves 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 be a creative thinker with the ability, determination and commitment to work collaboratively with the Academy Leadership Team to continue the development of the Academy.

This post carries significant line management responsibilities.

General Leadership Responsibilities:

To work in partnership with the Assistant Head of School for Literacy for Learning to ensure high standards though provision which maximises the progress, achievement, behaviour and safety of all pupils.

- To take specific responsibilities within the Literacy Intervention Team as may be agreed with the Assistant Head of School.
- Develop and maintain a culture of high expectations for self and others.
- Lead by example as a teacher, and as a manager, achieving high standards of pupil attainment and progress, behaviour and motivation through effective teaching.
- Ensure appropriate quality of monitoring, assessment, recording and evaluation of student progress and performance



- Support and implement the Team's quality assurance procedures, challenging all under performance when required.
- Challenge all under performance at all levels within the Team and ensure corrective action and follow up.
- Actively engage and support in the academy CPD cycle.
- Contribute to the Literacy Development Plan and support the Assistant Head of School in its review.
- Performance manage the Higher Level Learning Support works within the Team.
- Actively contribute to Team meetings and lead in the absence of the Assistant Head of School.
- Sustain effective, positive relationships with all staff, pupils, parents/carers, Governors and the local community.
- Support the organisation and presentation of the Team's teaching spaces.
- Ensure pupils are well behaved and stay safe in Team's areas.
- Act as an ambassador in promoting and celebrating the work and achievements of the academy always.
- Attend academy events and activities as directed by the Head of School.
- Contribute to the smooth running of all open/curriculum evenings throughout the academic year.
- Actively support the academy duty rota.

SPECIFIC RESPONSIBILITIES OF THE POST

- Oversee and monitor the implementation of a phonics based curriculum to close the gap and ensure successful outcomes are met for targeted students.
- Have an allocated teaching responsibility across the curriculum
- Support the Assistant Head of School in the implementation of specialist CPD to develop staff knowledge and understanding of how to teach reading and language acquisition.
- Support the Assistant Head of School in the strategic oversight of the reading curriculum throughout the academy and assist the Deputy Team Leader for English with the introduction of reading initiatives.
- Act as the key research link for reading and disseminate information.
- GL Assessment transition link with feeder primaries and for students who transfer in year from another Blackpool Secondary School.
- Lead diagnostic assessment of Literacy needs for all students new to area and establish appropriate pathways.
- Implement specific programmes of work for targeted students to rapidly raise attainment in reading.
- Track, monitor and analyse Literacy Intervention Team's data and prepare and present reports in the required formats as required.
- Under the direction of the Assistant Head of School, co-ordinate, monitor and line manage the Higher Level Learning Support Workers' implementation of reading interventions.

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.

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Head of School and / or Executive Principal to undertake work of a similar level that is not specified in this Job Description.



About the Person – Reading Intervention Teaching Leader

	Essential
Qualifications, Educational, Training	<p>Degree with QTS.</p> <p>Evidence of continuing professional development or further professional study impacting on standards.</p>
Relevant Experience	<p>Successful teaching experience.</p> <p>Experience and success of raising standards and achievement so pupils consistently perform above expected.</p> <p>Proven experience and success in developing whole school polices and strategies, impacting positively on outcomes.</p> <p>Successful experience of developing and inclusive and effective learning environment.</p>
Knowledge, skills, abilities	<p>Highly competent in all areas of the Teaching Standards.</p> <p>Excellent understanding of developing early reading and language acquisition.</p> <p>Excellent classroom practitioner impacting positively on pupil outcomes.</p> <p>Excellent understanding of good Assessment for Learning techniques.</p> <p>Ability to plan and evaluate schemes of work.</p> <p>Can demonstrate consistently excellent class management and the ability to command authority and act decisively when required.</p> <p>Good knowledge and understanding of best practice and procedures for safeguarding pupils.</p> <p>Good knowledge of how to promote the principles of inclusion to ensure all groups make good progress.</p> <p>Competent ICT skills.</p> <p>Excellent oral and written communications skills.</p>



Leadership & Management	<p>Able to plan, assess, implement, review and evaluate curriculum developments effectively and efficiently, impacting positively on pupil outcomes.</p> <p>Able to lead and co-ordinate a team effectively to achieve a desired outcome.</p> <p>Able to work as collaboratively and effectively as part of a team.</p> <p>Is a professional role model for staff and pupils.</p> <p>Highly organised, able to prioritise and work well under pressure.</p> <p>Ability to effectively manage change.</p> <p>Ability to confront and resolve problems.</p> <p>Evidence of leading CPD effectively.</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>Have a positive approach to challenges, seek solutions to problems and address difficulties with cheerfulness and good humour.</p> <p>A willingness to be engaged in extra-curricular activities, partnerships and community activities.</p> <p>Hold excellence attendance and punctuality records.</p>

BFET is committed to safeguarding and promoting the welfare of children and young people. It is expected that all applications will share this commitment. DBS checks will be carried out on all successful candidates.