



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

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JOB INFORMATION PACK -TEAM LEADER ENGLISH



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

Type:	Mainstream School
Phase:	Secondary
Funding status:	Public - Academy
Gender:	Mixed
Religion:	Mixed
Age Range:	11 - 16 years
No of students on roll:	785
PAN:	895
SEN Students:	25% typically
EAL Students:	10% typically
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.



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/>.

Team Leader English

The governors are seeking to appoint a dynamic and inspirational leader of our established English Faculty. You will be leading and supported by a team of dedicated, hardworking subject specialists. 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 Head of Department or someone that is ready for the next step in their career.

Terms and Conditions

Salary:	MPS/UPS plus TLR 1C
Terms:	Teachers terms and conditions
Pension:	Teachers pensions
Other:	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.
Start Date:	1.9.22

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

[Great-Place-booklet.pdf \(bfet.co.uk\)](#)

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/221251644478861>

Please complete the application by 15th May 2022

Interview date w/c 20th May 2022

The selection will take place at South Shore Academy. If you would like to visit the school please email vacancies@ssa.bfet.co.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>





TEAM LEADER: ENGLISH

REPORTS TO THE ASSISTANT HEAD OF SCHOOL FOR TEACHING AND LEARNING

About the Role – Team Leader

Teachers' Pay Scales plus TLR 1C plus school teachers terms and conditions

The Team Leader will be an inspirational and outstanding practitioner. They will work in partnership with the Academy Leadership Team to enhance learning and to lead the academy to outstanding achievement. They will have overall responsibility for the effectiveness of the departmental team in providing high quality education for all pupils and will lead and manage the team to ensure that it realises its potential and delivers excellence within the context of the operational and strategic development plan.

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, the staff 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.

As a member of the wider Leadership Team, the post holder will share responsibility for leadership across the school.

This post carries significant line management responsibilities.

General Leadership Responsibilities:

To work in partnership with the Academy Leadership Team to ensure high standards though provision which maximises the progress, achievement, behaviour and safety of all pupils.

- Develop and maintain a culture of high expectations for self and others.
- Update the Head of School and other senior leaders of the effectiveness of the Team and with National Developments specific to the post's area of responsibility.
- Lead by example as a teacher, and as a manager, achieving high standards of pupil attainment and progress, behaviour and motivation through effective teaching and by demonstrating all the requirements on the Subject Teachers' job description are met.
- Ensure teaching within the team is well planned, effective, challenging and enables pupils to make good or better progress through effective use of lesson design, grouping, targets, marking and assessment for learning.
- Challenge all under performance at all levels within the team and ensure corrective action and follow.
- Actively engage and support in the academy CPD cycle.



- Write the Departmental Team Development Plan and review twice annually.
- Ensure that the academy's appraisal system operates effectively in the team and provide training and development in response to need.
- Support the development and maintenance of Academy policies and practices to ensure consistent application.
- Coordinate supply staff within the department ensuring that appropriate work is set, and departmental procedures are followed.
- Support recruitment procedures when required.
- Plan, chair, organise and attend meetings as required.
- Ensure that the team is represented in all matters within the Academy relating to the curriculum.
- Hold regular team meetings within the directed time budget and ensure that records of such meetings are kept and distributed to all members of the leadership team.
- Sustain effective, positive relationships with all staff, pupils, parents and carers, Governors and the local community.
- Liaise effectively with all stakeholders including parents and carers, feeder schools, business and community partners, in line with strategic objectives.
- Ensure teaching spaces and all areas used by the team are well presented, well organised and create an aspirational environment for independent and creative learning.
- Ensure pupils are well behaved and stay safe in departmental areas.
- Ensure that safeguarding, health and safety are a standing agenda item at team meetings and that prompt action is taken where concerns are raised.
- Act as an ambassador in promoting and celebrating the work and achievements of the Academy at all times.
- Attend Academy events and activities as directed by the Head of School.
- Contribute to, and sometimes lead, research projects for SSA and or the Trust.
- Manage budgets in line with the areas of responsibility.
- Liaise with other departmental teams in the Academy to share good practice.
- Oversee and contribute to the smooth running of all open and curriculum evenings throughout the academic year
- Ensure that the departmental team is represented on results day.
- Actively support the Academy duty rota.
- Have a teaching commitment in line with Team Leader status.

Specific responsibilities:

To provide leadership and management for the English Team to ensure that the academy maximises learning, progress and achievement for all.

- Line manage and direct the work of staff within the Team including effective operation of the school's appraisal system.
- Allocate responsibilities with the Team and help draw up / review suitable job descriptions.



- Set an expectation of continuous improvement in teaching and learning for every teacher with the Team by providing opportunities for sharing good practice, coaching and lesson study.
- Be responsible for planning, reviewing and implementing the curriculum for the department ensuring schemes of work are updated as appropriate.
- Develop assessment, recording and reporting systems in line with academy policy.
- Coordinate the day to day provision for pupils within the department as necessary.
- Ensure teachers plans are prepared and reviewed regularly.
- Monitor teaching and standards within the Team in line with Academy policy.
- Monitor pupil progress and ensure assessment is both regular and thorough.
- Collate and track all data for pupils within the department.
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively.
- Formulate, implement and evaluate policies and strategies relating to department.
- Developing and training staff in the Team; participating in appraisal arrangements; where appropriate supervising and acting as mentors for NQTs.
- Report to and meet regularly with the senior line manager, report on progress within the department and take timely action to tackle any weaknesses.
- Provide regular reports/updates and statistics about department to the Governing Body.
- Update the departmental handbook containing all the Team's aims, objectives, policies and practices.
- Update and develop relevant sections of the Academy website.
- Promote and publicise the work and achievements of the Team.
- Prepare information for parents and pupils and respond quickly to relevant parental enquiries.
- Work collaboratively with school to school support systems to impact positively on outcomes at the academy.
- Take responsibility and create a bank of resources that pupils can access if they have been withdrawn from the curriculum.

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 – Team Leader

	Essential
Qualifications, Educational, Training	Degree relevant to the department Q.T.S. Evidence of continuing professional development or further professional study impacting on standards.
Relevant Experience	Successful teaching experience, including up to GCSE level. Experience and success of raising standards and achievement so pupils consistently perform above expected. Proven experience and success in developing whole school polices and strategies, impacting positively on outcomes. Successful experience of developing and inclusive and effective learning environment.
Knowledge, skills, abilities	Highly competent in all areas of the Teaching Standards. Excellent subject knowledge and a critical understanding of developments within the subject. Excellent understanding of examination requirements. Excellent classroom practitioner impacting positively on pupil outcomes. Excellent understanding of good Assessment for Learning techniques Ability to plan and evaluate schemes of work.



	<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>Good oral and written communications skills.</p>
<p>Leadership & Management</p>	<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>
<p>Dispositions and Attitudes</p>	<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>