



Dear Candidate

Thank you for your interest in coming to work at Stone Soup Academy. Every appointment is incredibly important for us as we know that you will have an impact upon our school community of students, parents, staff and community.

Let me tell you a little bit about us:-

Behind a large black door, on a high street in Nottingham City Centre young people are having their lives changed on a daily basis. "Creating Unimagined Futures" is more than just our vision; it is the heart of everything we do.

In the past 5 years we have made quantifiable impact on over 300 young people, all of which came to us as a result of broken educational relationships. Students arrive with us when their mainstream provision breaks down and the schools and parents are seeking a fresh educational start for them. Our success can be measured in a number of ways:

Improved attendance:

The average attendance in the academy 2019-2020 was over 80% (National average for AP was 62%). The average attendance for students in the 6 weeks prior to joining the academy is below 40%.

Improved Outcomes:

On arriving in the academy most students have limited (if any) educational ambitions, and many see education as irrelevant to their lives. On arriving in the academy students have their current level of working measured using BKSB tests, and then are involved in the construction of a relevant and engaging curriculum. Students progress is charted on a regular basis and progress from baseline entry is currently well in excess of expectations (Current Y11 have shown an average of over 5 sub levels of progress in each subject since their arrival in Year 10). This success is continued in national examinations where 100% of our year 11 students left having achieved qualifications, 100% achieved GCSE English and Maths.

Improved engagement:

All students arrive with a negative view of schooling and our focus at Stone Soup Academy is to 're-boot' this from the early days of the new relationship. Staff, students and leaders are all addressed by their first names and a warm handshake is the standard method of welcome for all students, every day. The school deliberately does not 'feel' or 'look' like a 'normal' school and students are encouraged to take a pride in their new workplace. A dedicated team of Engagement staff focus solely on creating the right environment where students can regrow their self-belief and interest in learning. Parents report dramatic improvements in the behaviours and attitudes of their child and one recent letter from a grandmother thanked us for giving her grandson back.

Improved Community involvement:

Many of our students arrive with a mistrust of others and a feeling that they do not belong in the wider community. The academy has developed an imaginative programme of links and work experience within local business and organisations:

Such as:

Crowne Plaza, Lexus Nexus, Nottingham Forest, Nottingham Castle Project, Trent Bridge Cricket, D'Allaglio Rugby foundation, Fifteen, Paul Smith

When one of our young people recently secured a permanent job in the local hotel (following work experience) this acted as a reminder to the whole community that anything can be achieved.

So as you can see we are passionate about what we do and the impact that we have on our students is immense, we are incredibly aspirational for them and some of our ex students go onto University. Currently we are investigating the possibilities of developing down to year 7 and also the development of a sixth form. So you are joining us at an incredibly exciting time.

English Department

The English Department is a successful and forward thinking department which is characterised by a strong sense of collaboration and enthusiasm for our subject and our pupils. We aim to develop pupils' ability to communicate effectively in a wide range of contexts; to enable pupils to use accurate Standard English and develop an interest in the richness of the English language in its various forms. Students also have the opportunity to study English literature and leave us with GCSE language, literature and functional skills levels one and two. We encourage pupils to develop an interest in extending the range of their own language in terms of style, vocabulary, structure and form, providing them with the tools to become engaging and imaginative writers. We endeavour to give pupils the opportunity to read texts by contemporary authors and also those celebrated within our literary heritage. We strive to offer a wide range of enrichment opportunities. Above all else we provide a curriculum which offers a rich and diverse range of learning experiences enabling all pupils to enjoy and achieve.

Through our choice of texts, we endeavour to make students aware of global issues. We study non-fiction texts on a diverse range of issues from climate change to human rights. We also encourage students to respond to these issues through writing, debate or speech. Cultural awareness lies at the heart of everything we do in English. We ensure students read a rich and diverse range of texts to raise their awareness of their rich cultural heritage. Students are also given the opportunity to contribute culturally through their own writing.

The department ensures students have the level of literacy needed to succeed in the workplace. We read a range of challenging fiction and non-fiction texts to ensure students can comprehend a text at speed. We ensure students can express themselves accurately and clearly in a wide range of ways, from emails to formal letters and articles. We also develop the skill of collaboration and leadership through group work and long term projects, with students taking on the project leadership. We also teach the skill of discussion and active listening, and how questioning can be used to move a discussion forward. In addition to these students are taught how to deliver presentations and speak confidently in front of others – essential skills in the modern workplace.

Our curriculum embeds a thirst for learning and the desire to succeed. We value our students' response to inspirational texts and are always clear on how they can extend that response further. In English language we select texts that take students out of their comfort zone and raise complex global issues. We explore these issues through thought, discussion, debate and writing. We ensure the content of lessons develops self-awareness and emotional resilience. We have high expectations of students in their response to challenging literary stimuli and we have created an environment in which students are empowered to express themselves and their ideas.

If, having looked at our website, read this letter, read our Ofsted report and our latest newspaper, you would like to apply then please, complete an application form and send in a letter of application of no more than 2 sides of A4 in no smaller than point 11. In your letter tell me about your impact in your current role and how you will apply your skills and experience to our vision of 'creating Unimagined futures' for all of our students at Stone Soup Academy.

The deadline for applications is 30th April 2021.

Thank you for your continued help and support.

Kind regards



Kerrie Henton
Principal
Stone Soup Academy

JOB DESCRIPTION ENGLISH TEACHER

Line Manager: Head of Core

Job Purpose

- 'Creating Unimagined Futures' for all students and the community of Stone Soup Academy.
- To ensure that all of our students leave the academy with a qualification in English.
- To ensure that high quality learning takes place to enable good and outstanding student progress through effective teaching
- To promote and deliver high quality extra-curricular learning
- To actively participate in activities in support of the aims of the Academy
- To be familiar with and follow all Academy policies in particular those related to safeguarding
- To promote the welfare of children

Accountable for: Learning, progress, outcomes, safety and welfare of students, both in classes taught and within a designated pastoral group

- To ensure the delivery of high quality teaching and learning opportunities for the students of Stone Soup Academy
- To prepare and teach appropriate, engaging and challenging lessons
- To ensure that ICT is an integral part of the curriculum

- To contribute towards the production of schemes of work and programmes of study for each year group
- To keep abreast of current developments in the educational field to enable effective curriculum planning
- To assess students' work and report on progress as required
- To promote student progress and well-being with due regard for discipline and health and safety
- To monitor student progress throughout the subject
- To participate and contribute to appropriate meetings and staff development
- To take responsibility for the effective care and guidance of a tutor group
- To effectively monitor the academic performance of students within a designated tutor group

- To work closely with parents/carers
- To promote the Academy within the community
- To demonstrate a keen interest in the life of the Academy
- To deliver English Literature, English Language, Functional Skills Reading & Writing
- To complete data tracking and reports for your area.
- To coordinate and implement effectively the literacy recommendations of the literacy working group and keeping up to date the literacy action plan
- To support the delivery of literacy across the curriculum
- To work closely with the intervention literacy staff and ensure that interventions are delivered effectively and progress is measured
- To evidence the progress and impact of literacy initiatives across the academy including the quality assurance.
- To report regularly to the SENCO on progress of students
- Any other duties as reasonable requested by the Principal

As a member of staff at Stone Soup Academy you are expected:

- To work in accordance with, and in support of the Academy's vision and values
- To contribute to the Academy's ethos by setting a good example to colleagues and young people
- To take part in performance management activities and reviews as required by the Academy's policy and use the process to develop your personal and professional effectiveness

Person Specification

QUALIFICATIONS

A graduate or equivalent, preferably in English
Qualified Teacher Status preferably in English

EXPERIENCE

Proven experience of successful delivery of GCSE English Language and Literature across the secondary age range.

PROFESSIONAL KNOWLEDGE AND SKILLS

An understanding of the needs of, and barriers to learning for students in an alternative provision across the ability range.

A good knowledge of the strategies to support students in the classroom.

A teacher who can inspire and enthuse students and who uses a range of teaching and learning strategies for effective delivery.

An understanding of the criteria employed in determining student progress.

The ability to use ICT to enhance learning and aid teaching.

Ability to work under pressure

Ability to motivate and inspire students

Excellent classroom teacher.

Ability to adapt teaching to recognise new and emerging technologies

Excellent communication skills, written and oral.

Proven organisational abilities.

Evidence of positive impact upon the progress of students in a school environment preferable

Proven ability to plan and deliver successful and inspiring lessons in the relevant subject area

Proven track record of delivering excellent outcomes for students at all abilities

A commitment to extracurricular activities

Proven track record of exam success at KS4

PERSONAL QUALITIES

Unrelenting positivity.

Resilient with a can do approach.

Reflective, willing and able to amend your approach.

Passion for making a difference to the lives of vulnerable students, and the ability to inspire others.

A genuine desire to provide the best education for students.

A commitment to the aims and ethos of the school.

Excellent time management and well organised.

Reliable and conscientious.

A willingness to keep up-to-date with developments in the subject area and become involved in relevant training.

A willingness to support colleagues and the Academy in any capacity in the support of the students.

Enthusiastic team player

