



THE **EDGE**
Academy

Change Begins Here

Lead Teacher of English (with Senior
Leadership Team opportunity)

Application Pack

As Vice Principal of The Edge Academy since 2018, it was an honour for me to move forward from my previous role to become Principal in January 2024. I am delighted to lead our dedicated team of staff who fully embrace the principles and practices of warmth, kindness and respect. Furthermore, all staff take the time to understand and connect with young people.

If you are motivated to work within a committed team with an unrelenting focus on support and kindness for both its students and its staff, then The Edge Academy could be a wonderful opportunity for you. Kindness and collaboration have become a 'habit' at The Edge, where putting students' interests, work and ambition comes first above ourselves.

We have excellent links with our family of local schools in South Birmingham. We also work with a variety of schools across the Midlands including central and north Birmingham, The Black Country and Worcestershire.

Over the course of the last eighteen months, we have been pleased to gain a wide range of local and national recognition. We have been awarded Skills Builder "Silver School Status"; "Trauma Informed Attachment Aware Status"; won the **Midlands Education Awards: "Outstanding Support for Students Award"** and the UK's **"Alternative Provision Team of the Year Award"** at the National PRUsAP Conference.

The Edge Academy is immensely proud and honoured to announce that it was awarded "When the Adults Change" Partner School status. This recognises the truly special culture at the school built on relational practice, emotional connections, and trauma and nurture-informed approaches to positive behaviour management. The Edge Academy is the very first alternative provision school in the United Kingdom to achieve this distinction.

We are delighted that you are interested in joining TeamEdge. If you are able to – please come and see us in action!

Adam Smith PGCE, BA (Hons)



At **THE EDGE ACADEMY**

We aspire to be trauma-informed

We **CONNECT** before we **CORRECT**

We stay **CURIIOUS** not **FURIOUS**

We understand behaviour is **COMMUNICATION**

We believe in **co-regulation**

That kids **REGULATE** off the adults in their lives

We think **CAN** – not **CAN'T**

We empathise when someone is flipping their lid

We believe in **RESTORATION** – not **PUNISHMENT**

We believe that relationships buffer stress and build
RESILIENCE

The Edge Academy Curriculum Principles

SAFE, READY, RESPECTFUL

The Edge Academy Alternative Provision aims to be a welcoming, stable and friendly place for our students. We aim to provide the best possible environment for students to learn and develop with an understanding of the world around them. Together, we strive to bring the best out of our students, ensuring that they maximise their potential and are prepared as fully as possible for reintegration to mainstream education or for progress to further learning and life – be that post-16 study, employment or training.

Our aim is to offer what our students need to help them make the most of their potential. This requires a highly flexible approach, specialised skills and lots of experience in working with young people with additional needs.

Whilst mainstream schools are incredible forces for good in society, helping to socialise, educate and engage the next generation, the journey through mainstream education, for some youngsters, is not a smooth one. For some students, success in the education system means we have to offer something different. At the Edge Academy, we challenge students to take responsibility for being **SAFE**, modify their behaviour, improve attitudes to school life and make academic progress across the range and breadth of curriculum opportunities available. In addition to classroom-based learning, students are provided with enrichment opportunities throughout the academic year.

We respect that all our young people are individuals from a diverse range of backgrounds and life-experiences. We passionately believe that by assisting them to overcome their personal barriers they should be entitled and **READY** to access the full-range of opportunities available in society.

One of our core values is to place children and families first. At the Edge, our families get to know the teams who support their child and our families get

to know the teams who support their child well and are actively supported to work in partnership with professionals. Right from the start, we make sure that we are **RESPECTFUL** to spend time listening to our young people and their families to find out as much as we can, as together we develop the start of their Edge learning journey. We continually develop and adapt our support for each family, so that whilst caring for their children, we also acknowledge our responsibility to listen to and understand the needs and priorities of parents and carers.

The Edge Pledge

We **WILL** support students to be:

- ✓ SAFE – to make positive choices to keep themselves and others safe.
- ✓ READY – to succeed in the world beyond school.
- ✓ RESPECTFUL – to treat and value others as equal individuals.

We **WILL** ensure our students are successful by:

1. Understanding their individual social, emotional and behavioural needs, focusing on their happiness and safety by nurturing their self-esteem.
2. Teaching the importance of respecting and valuing other people and their environment.
3. Seizing opportunities within and beyond the national curriculum to support learning and enhance development.

We **WILL** bring the best out of our students by:

1. Helping them fulfil academic potential by re-engaging them in learning.
2. Enabling each of them to understand and adopt a healthy, active and environmentally friendly lifestyle.
3. Listening and responding flexibly so each individual can achieve their potential.

Post: Lead Teacher of English

(with Senior Leadership Role opportunity)

Pay Scale: L1-5

Contract Start Date: September 2024

As Lead Teacher of English at The Edge Academy, you'll be at the forefront of our mission to inspire and educate the next generation. Your excellent subject knowledge and inspirational teaching style will motivate disengaged students to reach their potential.

The Lead Teacher of English is expected to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support their designated curriculum area as appropriate.

The successful candidate is also invited to play a key role on a strong senior leadership team and as part of a committed staff. You will work with students with varying abilities and different needs from KS3 up to GCSE level.

You must be positive, resilient, friendly and hard working. Specific leadership roles to be decided depending on strengths of successful candidate. This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

This role is challenging, rewarding and will allow the successful applicant to be creative with autonomy.

You will have

- A degree level qualification and Qualified Teacher Status
- Experience of effective management of a subject
- Experience of sustained delivery of outstanding attainment and achievement

Main Duties

- Implement and deliver an appropriately relevant and differentiated English curriculum to Ks3 and Ks4
- Be an active member of the SLT and assist the Principal in leading the school
- Be able to undertake with confidence the usual responsibilities of a class teacher
- Contribute to a safe and welcoming learning environment for students, particularly for those who may be vulnerable

What we can offer

- The opportunity to join a supportive staff and work with challenging pupils to make a real difference.
- Training and support enabling career development.
- To work, develop and contribute to a unique positive culture.
- Wellbeing. Our staff satisfaction is excellent. Staff have access to a suite of wellbeing opportunities, such as all meals provided, not meeting for meeting's sake, an employee assistance programme.
- Our staff speak positively to each other. If there is to be any developmental feedback, it is valid, polite, and non-judgemental.
- Our senior team pride themselves on being "visible" throughout the day. They support their team.
- A determined commitment to move towards a '9-day fortnight' work model for all staff from September 2024.

Safeguarding

The Edge Academy is committed to safeguarding and promoting the physical and emotional health and well-being of children and young people and expects all those involved with the Academy to share and deliver this commitment.

Applications

If you would like to apply for this position, or require further information about this role, please contact: rachel.currie@theedgeacademy.co.uk or visit the vacancies section of our website www.theedgeacademy.co.uk

Deadline for applications: 5pm on Wednesday 8th May 2024

Job Description

Curriculum Development

- To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies.

Staffing

- To take part in the Edge Academy staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Edge Academy.

Quality Assurance

- To help to implement Edge Academy quality procedures and to adhere to these.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

Teaching

- To promote and meet the requirements of the Teachers' Standards, including:
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures, and to encourage good practice about punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties

- To play a full part in the life of the Edge Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by The Edge Academy not mentioned in the above.

Person Specification

	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • 2:1 or above degree in subject area or a relevant subject • Have taught at KS3 and KS4 • Relevant safeguarding and child protection training undertaken and a willingness to update training regularly 	<ul style="list-style-type: none"> • Post-graduate qualification • Some experience working in an alternative provision school
Skills and Experience	<ul style="list-style-type: none"> • Lead, monitor and review curriculum areas across a Key Stage • Work effectively with vulnerable students • Effective communication with parents • Experience of working with students with SEND and students with emotional and behavioural difficulties • Experience working alongside an SLT to develop the quality of the curriculum and learning activities • Experience of behaviour management techniques for groups and individuals with SEND • A good understanding of the principles of school improvement • Experience working effectively with colleagues to improve classroom practice 	

Skills and Experience	<ul style="list-style-type: none"> • Experience utilising and analysing effective assessment systems and recording and maintaining student records 	
Knowledge	<ul style="list-style-type: none"> • Demonstrate a clear understanding of subject areas across the secondary phase • Show an understanding of relevant legislation and educational developments • Demonstrate different teaching methods and how teaching should be adapted to cater for students' different needs • Demonstrate effective intervention strategies to improve the quality of teaching and learning • Show how resources can be managed and developed effectively • Demonstrate knowledge of the 'levels of intervention' framework • Demonstrate a sound knowledge of 'Keeping Children Safe in Education' 	<ul style="list-style-type: none"> • Strong understanding school guidance and legislation

The Successful candidate will be:

Able to manage performance with sensitivity and understanding

Able to work well as an individual and as part of a team

Able to motivate themselves and those around them

Approachable, empathetic and personable

An excellent communicator via both written and verbal skills

Able to manage and prioritise a demanding workload and that of others

Flexible in approaches towards working practices

Able to work with students and their families in a sensitive and positive way

Able to establish and maintain professional working relationships

