

KICKSTART ACADEMY

Kickstart Academy Teacher Candidate Pack



If you wish to receive further information, visit of the school and have an informal discussion please contact, Emma Rennie-Gibbons, Headteacher at Kickstart Academy on 01952 387890.

Please send completed application to:
emma.renniegibbons@LCT.education

About Kickstart Academy

Kickstart Academy became part of the Learning Community Trust in September 2023, previously part of Telford College.

Kickstart Academy is a Key Stage 4 Pupil Referral Unit based in Telford. We provide learning programmes for 48 pupils who are referred from within the Telford and Wrekin area.

This referral takes place through the well-established Fair Access Process (FAP), due to behaviour concerns or being at risk of permanent exclusion or those that are permanently excluded from school.

We pride ourselves in supporting learners with a wide range of difficulties, with the intention of them returning to mainstream education. Where this is not viable, students remain with us and we look to achieve the best possible outcomes for our young people.

Our ethos at Kickstart Academy is for students to learn and develop as a young person in the most positive way possible, we pride ourselves on giving students the opportunity to better themselves.

Our curriculum includes Mathematics, English, Science, Art, Home Cooking and Physical Education. Social skills/education permeates through the curriculum preparing our students for life as young adults.

All students are encouraged to take a range of examinations which best meet their needs from the differentiated curriculum which is individually designed by the experienced staff team.

We have individual subject teachers, support staff and highly experienced teaching assistants. Safeguarding is at the heart of all that we do. We are fully staffed but are exploring different staffing models to support the children, the Headteacher appointed in February 2022 will lead on this.

Kickstart prides itself on its close working relationships with parents and good communications between home and school happen on a daily basis.

You will join a Trust steeped in a culture of wanting the very best for our children and is very ambitious for its schools. As a school, you will be joining a community that will do anything to make their children's lives successful whilst preparing them for the next steps in their lives.





Overview of the Trust

Our Mission

Our mission is simple: we are driven to be an outstanding MAT for our community, with a clear vision to provide the best possible education for all the children and young people in our Trust, helping them to be successful in all they do both now and in the future.

We are proud that our MAT spans education from 2-year-olds in our nurseries through to 25-year-olds within our specialist settings. We are currently made up of 5 primary schools, 3 secondary schools and 3 specialist settings and we believe in providing education for the whole community in the areas where we operate. In line with our vision, we have established a great partnership with Telford College and work with them on post-16 transition and curriculum, ensuring our students have clear progression pathways.

Our schools are in close proximity to each other, allowing staff to move quickly between sites for collaboration. This also presents opportunities academically, sporting and within the arts for our students to work together. Our Trust offices are at the centre of this and have excellent facilities for our schools to hold CPD and networking events, with a dedicated conference room and breakout spaces.

We keep our aims at the forefront of all we do; they represent our values as well as our intentions:

- To focus on excellence by achieving the best possible educational outcomes for our children and students by engaging and inspiring them, building their resilience and preparing them for work and adult life.
- To drive a collaborative culture across our schools which drives and supports improvement and develops all our staff as leading professionals.
- To provide the highest levels of care and support for our children so they can succeed, including those that are the most disadvantaged, vulnerable or with special needs in our community.
- To ensure our schools are at the heart of the community they serve and are truly inclusive organisations with equality for all across our community.
- To engage positively with our families and wider community, building partnerships and programmes that develop opportunities beyond the school sector.

We have four strategic objectives which drive our work:

- Our learners are engaged and successful
- We have high quality staff across our Trust
- We have a culture of continuous improvement
- Our leadership and Governance is exemplary

The Trust currently has over 5000 students, over 1000 staff and we operate within a significant budget. There is a superb central executive team who support estates, HR, ICT, and deal with school finance on a day-to-day basis. Our priority is to support our schools through an outstanding school improvement offer. We have an Executive Director of Education, Directors of Primary, Secondary and Special, Assistant Director for Education, and the use of experts from within our Trust and beyond to work directly with our schools. Our Executive team is exactly that, a team that supports our schools to achieve the best and live by our vision.



Description of general teaching post FOR ALL TEACHERS

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes.
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge.

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- demonstrate a clear understanding of systematic synthetic phonics.
- demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons.

- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of learning and children's intellectual curiosity.
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils.

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment.

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment.

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities.

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- deploy support staff effectively.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Skills and Competencies

- To have experience of teaching to GCSE standard and experience in the delivery of Functional Skills
- To have appropriate knowledge and understanding of the learning needs of young people with SEMH & Autistic Spectrum Conditions and ADHD
- To be prepared to develop your expertise in teaching and managing children with SEND

Qualifications

- Qualified Teacher Status.
- Degree
- Evidence of appropriate continued personal and professional development.

Experience and Attributes

- Aspiration to be an expert teacher.
- A reflective practitioner, who is able to plan effectively.
- Successful teaching experience at KS4.
- Secure knowledge or willingness to gain the knowledge of the characteristics of effective learning, teaching and assessment.
- The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour.
- Secure knowledge of recent developments in Teaching and Learning.
- A clear understanding of how effective assessment contributes to individual student improvement and how effective analysis contributes to high standards.
- Prepared to learn from new experiences and take an active responsibility for their own continuing professional development
- Continuously striving for excellence in their profession.

Personal Qualities

- Share the Academy vision that all students can achieve and succeed academically and help build the academy culture of high aspirations for all.
- Strive to always improve and be the best version of yourself.
- Humble enough to admit when you have made a mistake, need support or others need your support.
- Smart – Always want to learn more and engage in research to be ‘teaching smart’. Be emotionally intelligent smart, understanding others and working well in our team.
- Ability to plan and organise time effectively, work under pressure and meet deadlines while maintaining a healthy work life balance.
- A sense of humour, cheerful demeanour and positive, can-do attitude.

How to apply:

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We look forward to hearing from you.



Corner House, Whitechapel Way,
Priorslee, Telford, TF2 9PQ



01952 387010



www.learningcommunitytrust.co.uk

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant pre-employment checks.



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