



**CORE**  
EDUCATION  
TRUST

**OPTIMISM • AMBITION • ONENESS**

---

City Academy  
Information Pack  
June 2021



Thank you for your interest in working for CORE Education Trust. I co-founded the Trust in 2015 and remain very much “hands-on” in my approach to leading the Trust. However, I am very clear that it is not my job to run our schools. We employ dynamic Headteachers and senior leaders and we give them a clear mandate to lead on delivering a CORE education in the local context of each of our schools. These schools are at the heart of the communities they serve. As a sponsor, we are committed to understanding the local contexts and we provide solutions, resources and innovation on that basis.

Our CORE Values inspire everything we do. This is supported by our new long-term vision which is defined through a relentless emphasis on optimism, ambition and oneness. This builds on our strong team ethos and a culture of purpose and belonging. We thrive on diversity and work hard to create school environments that are open, outward facing, creative and dynamic.

You can read much more about our ethos, culture and history through the many archive news stories on the internet. We have had an eventful journey to this point! What I hope you will recognise about that history is that we are a resilient and courageous MAT. We dare to step into situations that are challenging, and we seek bold solutions because that is what we believe our children deserve. Each school we take on has its own distinctive identity and therefore its own distinctive rewards and challenges.

A quick look at our social media profiles will enable you to get a sense of those different contexts. As well as finding out as much as you can about the school at which the role you are applying for is based, I would also encourage you to fully understand the nuanced details of the Trust’s wider work through projects such as Echo Eternal before submitting an application.

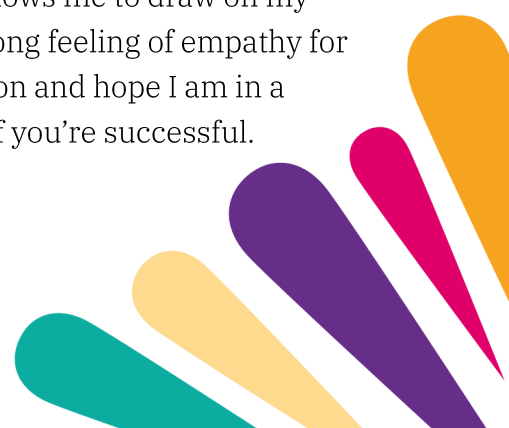
We would also ask that you consider how our values chime with your own sense of how schools should be run and how children are best served through our education system. We want all our staff to consider themselves as learners and leaders, regardless of their job role.

CORE Education has become a happy home for many staff who have worked in other environments and perhaps found it difficult to fit in. We embrace individuality of thought and celebrate that we are an employer who cares passionately about its employees, people with an incredibly diverse range of backgrounds and experiences. I have worked at every level from Teaching Assistant to Headteacher and just about every job in between. I have also worked or had experience in almost every sector of education.

I am therefore proud to now be able to lead a Trust in a way that allows me to draw on my direct experiences and go about my day to day business with a strong feeling of empathy for every one of our staff. I wish you every success with your application and hope I am in a position to personally congratulate you and say “welcome home” if you’re successful.



**Adrian Packer CBE**  
CORE Education Trust Founder and CEO





**WE BELIEVE IN THE POWER OF EDUCATION TO INSPIRE, TO ENABLE, AND TO ENRICH EVERY LIFE.**

## **COLLABORATION**

We join in and contribute.  
We are outward facing and open to new possibilities.



## **OPPORTUNITY**

We combine imagination with daring.  
We seek out experiences beyond the ordinary.

## **RESPECT**

We cherish the richness of difference.  
We take time to understand each other.



## **EXCELLENCE**

We nurture each other and invest in ourselves. We're proud of our achievements, yet always aiming higher.

# OUR SCHOOLS

Based in Birmingham, we are committed to delivering the best possible experiences across our Academy schools. We are here to transform young people's lives and build ambitious futures through Collaboration, Opportunity, Respect and Excellence.

We are proud that each of our schools has its own distinctive character. Our Headteachers lead their schools in the best interests of their students and their families in a local context. However, all our schools are united in their passion and commitment to deliver a CORE Education.



**ARENA**  
ACADEMY



**CITY**  
ACADEMY



**JEWELLERY  
QUARTER**  
ACADEMY



**ROCKWOOD**  
ACADEMY

## WE PROMOTE A CULTURALLY RICH COMMUNITY AND LEARNING PROJECTS THROUGH PARTNERSHIPS.

- You will have access to a CPD strategy that is designed to support the career aspirations of all staff to help them realise their potential.
- You will be given the opportunity to engage with cross-trust activities that connect students and staff to their wider family of schools/peers across the city.
- You will have access to experienced mentors who have a strong track record of developing staff.
- All employees, regardless of hours worked or length of service, are entitled to up to 52 weeks maternity leave, including paternity and adoption leave.
- We are proud to be a living wage employer, which means fair and competitive wage to all CORE Education Trust Employees.
- All staff are automatically opted in for the award-winning Westfield Health employee assist programme.

# OUR BENEFITS



## **WHICH ELEMENTS OF YOUR JOB GIVE YOU THE MOST SATISFACTION?**

“Developing my skills, being able to clarify and perfect these skills and my teaching, being able to teach my subject with progress being made.”

“When I can see the positive impact of the work I have done on both colleagues and students. I very much appreciate the autonomy of my role, and the professional trust I am afforded by my line manager. This makes me feel valued and appreciated as an employee.

“Seeing the opportunities that arise for both staff and students. To see students totally engaged with learning through the amazing teaching staff.”

---

## **I AM PROUD TO BE A PART OF CORE EDUCATION TRUST BECAUSE...**

“All CORE values protect and respect students and teachers for their individualities while it provides them with opportunities to improve academically and professionally.”

“I am proud to be a part of an inclusive school that strives towards excellence despite challenging circumstances.”

“We are given good CPD opportunities and extra facilities. For example, the annual Delivering a CORE Education conference which allows connections to be made.”





**CITY  
ACADEMY**

At City Academy, we believe that all students, whatever their background, have a right to an academically rigorous and culturally rich education.

We promote an ethos of Collaboration, Opportunity, Respect and Excellence. All students are encouraged to maintain self-discipline, be accepting of everyone and build positive relationships with staff and the wider community.

At City Academy, we push students to grow and develop academically, socially and personally, enabling them to leave school as confident, well rounded young adults.

## **INSIDE THE CLASSROOM**

The quality of the curriculum at City Academy is fundamental in ensuring that all our students can achieve their full potential.

The curriculum is the heart of the school, underpinning student achievement and progress, whilst also reflecting and influencing the school's wider culture and ethos. We fully believe that our curriculum is more than a set of exam results, it is the development of happy, curious, kind, knowledgeable and successful citizens, who can help shape the world into a better place.

The curriculum at City Academy is effectively designed and implemented and provides a strong foundation that enables our teachers to thrive and truly enjoy their work, so they can imbue their students with a lifetime love of their subject.



## **OUTSIDE THE CLASSROOM**

We aim to utilise the extensive wealth of opportunity within the city through visits to businesses, colleges, and universities. We do this to enhance the student experience and ensure that students are fully prepared for life after school whether that be further and higher education or apprenticeships and work.

At City Academy, students benefit from a range of established partnerships and projects, such as Lion Heart, Bringing Hope and sessions with the City of Birmingham Rockets Basketball Club. This is in addition to the wealth of performing arts opportunities available in the form of the COREUs choir and CORE Education Trust's, Echo Eternal.



# JOB DESCRIPTION

<b>Job Title:</b>	Head of Year	<b>Reporting to:</b>	Assistant Headteacher
<b>Location:</b>	City Academy	<b>Annual salary:</b>	MPS/UPS + up to a TLR 2c - £7,017
<b>Contract type:</b>	Full time, Permanent	<b>Hours of work:</b>	Monday – Friday 32.5 hours per week

## JOB PURPOSE AND RESPONSIBILITIES

- To support, hold accountable and develop a team of tutors focusing on high standards of social, personal and academic development of students.
- To lead and manage the achievement, progress and pastoral provision for a year group of students.
- To liaise with others in order to track and monitor punctuality, attendance, achievement, and the behaviour of students within your appointed year group to ensure that successes are recognised, and any underachievement is quickly addressed.
- To liaise with others to co-ordinate appropriate intervention for students within your year group whose attendance, achievement, or behaviour is a concern.
- Co-ordinate with the PSHE lead to ensure the delivery of the pastoral curriculum, and liaise with other Heads of Year where necessary, to ensure continuity and progression of pastoral provision throughout the school.
- To ensure smooth transitions for all students in the allocated year group including new admissions and movement from one year group/key stage to another.
- To manage both the people and resources associated with each year group during pastoral activities.
- To monitor the quality of learning experienced by the year group, liaising with heads of departments and offering support and guidance where necessary.
- To promote the values and ethos of the school through leading a high-quality form time programme including assemblies.

## PASTORAL SUPPORT

- To liaise with the Attendance/Admissions officer to ensure punctuality and attendance is effectively monitored and supported.
- Where children have medical, SEND, safeguarding needs, liaise with the relevant staff to ensure appropriate provision is in place to overcome barriers to learning and maximise success.
- Keep in contact with parents of students in the year group, and in particular with those needing more careful monitoring relating to attendance and punctuality, behaviour, bullying or medical needs - ensuring positive family support and involvement.



## ACADEMIC PROGRESS

- To monitor the academic progress of the year group in order to secure and sustain effective learning, with particular reference to the proportion of students and groups of students making expected or above progress.
- To use all available assessment data to inform an analysis of individual student progress and collective progress across each tutor group and the year group as a whole.
- To have an overview of the range of barriers to learning that impacting on student progress, with reference to behaviour for learning, in and out of the classroom
- To use all of the above to identify underachievement with a view to establishing and coordinating improvement strategies in conjunction with teachers and Heads of Department, with particular reference to the proportion of students and groups of students making expected or above expected progress.
- To monitor the effectiveness of these interventions and report to SLT termly on the progress being made by students in the year group.
- To liaise with key staff, including the SENCO, regarding all groups of students' achievement in the year group, with particular reference to the proportion of students and groups of students making expected or above expected progress.
- To report to the line manager on the progress of the year group and individuals, with particular reference to the proportion of students expected or above expected progress.
- To support the lead teacher for Careers, Information, Enterprise, Advice and Guidance to implement a comprehensive CIEAG programme for the year group.

## LEADERSHIP AND MANAGEMENT

- To act as a role model for tutors by demonstrating high quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team.
- To lead and manage a team of tutors and maintain regular formal and informal contact with tutors.
- To ensure all tutors understand, and are actively implementing the key aspects of the school's policies including those for behaviour, attendance, uniform and safeguarding.
- To set the agenda for tutor meetings which should include a development item.
- To make a significant contribution to the induction of tutors referring any individual training needs to the member of SLT with responsibility for staff CPD.
- To have an overview of all the different care and guidance for students e.g. mentors, SENCO, teaching assistants, external agencies etc.
- To provide a link for parents, tutors, SENCO, teachers, Heads of Department, SLT and external agencies.
- To initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- To contribute to the organisation of any parent information evenings by encouraging and monitoring parent attendance to such events.
- To monitor student attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of students in the year group are at the highest levels.
- To liaise with the attendance officer in this respect.



- To monitor student behaviour, attendance and achievement using the Progresso and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To oversee students on report and make contact with parents when necessary.
- To play the leading role in the disciplining of students referring situations to the appropriate member of SLT when appropriate.
- To contribute to the management of key school events; for example induction, transfer arrangements, outings, enrichment, and social events.
- To promote and coordinate student leadership opportunities within the year group.

## **ADMINISTRATION**

- To organise and, through a team of tutors, implement a framework for daily tutorial activities. This includes both day to day administrative tasks (signing of passports, checking absences etc) and year specific tasks (preparation for exams, options, student conversations etc).
- To ensure that all tutors have access to relevant materials in order to deliver high quality tutorial activities.
- To maintain individual student records as necessary and ensure that they are kept up to date.
- To oversee 'in year' admissions for new students. This will include liaising with the member of staff responsible for admissions, meeting potential students and parents and in conjunction with key staff organising timetables and setting.
- To monitor the settling in of new students.
- To oversee the completion of progress checks as appropriate.
- To oversee the completion of school reports for the year group including writing a summary comment when appropriate.
- To have an involvement in policy development and decision making across the school.

## **SPECIFIC ACCOUNTABILITIES**

### **YEAR 7**

- To play a full part in the induction of students to year 7.
- To play a part in the organisation of the year 6 taster day in July.
- To oversee the settling in of year 7 during the Autumn term, including the organisation of Year 7 parents 'settling in' evening.
- To lead a charity event for the allocated year group.
- To lead a cultural event for the allocated year group.
- Support in the organisation of awards events.

### **YEAR 9**

- To play a full part in preparing students for option choices and preparation for GCSEs.
- To lead a charity event for the allocated year group.
- To lead a cultural event for the allocated year group.
- Support in the organisation of awards events.
- Operate relevant equipment/ICT packages (e.g. MS Office, Internet, Email, SIMS, Financial Systems)
- Provide advice and guidance to staff, students and others

- 
- Constantly be aware of and implement the School policies
  - Use financial resources and administration supplies resourcefully

## **SPECIAL CONDITIONS OF EMPLOYMENT**

### **REHABILITATION OF OFFENDERS ACT 1974**

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Head of School by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with CORE Education Trust Disciplinary Procedure.

### **HEALTH AND SAFETY**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in CORE Education Trust Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

### **EQUALITY AND DIVERSITY**

CORE Education Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

### **TRAINING AND DEVELOPMENT**

The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.



## **MOBILITY**

The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and / or facilitating the avoidance of staffing reductions.

This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

**CORE Education Trust is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. An enhanced DBS (Disclosure and Barring Services) Check is required for all successful applicants.**

<b>Job Description Reviewed on:</b>	June 2021
<b>Job Description Reviewed by:</b>	Head of School





<ul style="list-style-type: none"><li>• Excellent communication skills (including written, oral and presentation skills)</li><li>• Excellent interpersonal skills</li><li>• A commitment to Core Education Trust vision, values, aims and the objectives of its academies programme</li></ul>	X X X	
---	-------------	--

# HOW TO APPLY

For further information about this exciting opportunity, or an informal discussion please contact Heads of School, Rebecca Bakewell at [rbakewell@corecity.academy](mailto:rbakewell@corecity.academy) or R Shell-Macleod on [rshell-macleod@CoreCity.Academy](mailto:rshell-macleod@CoreCity.Academy)

Only those applicants submitting a [CORE Education Trust Application Form](#) will be considered. Please note that we do not accept CVs.

To apply for this role please submit your CORE Application Form to [recruitment@core-education.co.uk](mailto:recruitment@core-education.co.uk) by **Thursday 24th June 2021**.

For more information visit our website, [core-education.co.uk/work-with-us](http://core-education.co.uk/work-with-us)

**CORE Education Trust is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. An enhanced DBS (Disclosure and Barring Services) Check is required for all successful applicants.**

**CORE Education Trust is committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community. We are an Equal Opportunities and Living Wage employer.**



**CORE**  
EDUCATION  
TRUST

CORE Education Trust  
55 St Paul's Square  
Birmingham  
B3 1QS

0121 389 2824  
[enquiry@core-education.co.uk](mailto:enquiry@core-education.co.uk)

CEO: Adrian Packer CBE

[www.core-education.co.uk](http://www.core-education.co.uk)

  @COREeducate



**CITY**  
ACADEMY

City Academy  
23 Langley Walk, Ladywood  
Birmingham  
B15 2EF

0121 729 7100  
[enquiries@corecity.academy](mailto:enquiries@corecity.academy)

Heads of School: Rebecca Bakewell and Rekha  
Shell-Macleod

[www.corecity.academy](http://www.corecity.academy)

 @CORECityAcademy

DELIVERING A **CORE** EDUCATION