



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.

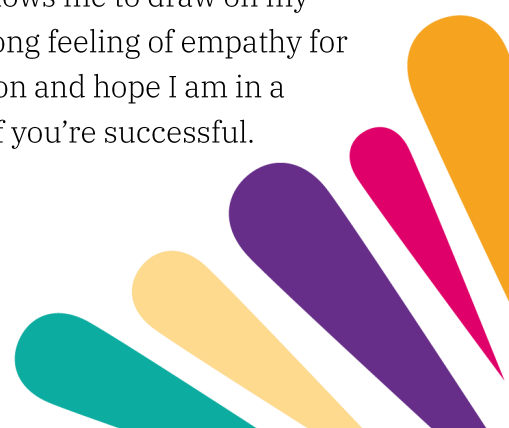
We would also ask that you consider how our values chime with your own sense of how schools should be run and how children are best served through our education system. We want all our staff to consider themselves as learners and leaders, regardless of their job role.

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


Job Title:	Modern Foreign Languages Teacher	Reporting to:	Head of MFL
Location:	City Academy	Annual salary:	MPS/UPS
Contract type:	Full time, Permanent	Hours of work:	Monday – Friday 32.5 hours per week

JOB PURPOSE AND RESPONSIBILITIES

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a Teacher/Form Tutor.
- To facilitate and encourage a learning experience which provides students with opportunities to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth whilst fostering our ethos of providing equal opportunities for all.
- To take an active responsibility for the safeguarding and welfare of all students and young people within the academy.

TEACHING:

- Teach consistently high-quality lessons.
- Deliver the curriculum in line with the relevant key stage groups.
- Be a role model for students, inspiring them to be actively interested in MFL.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for registers and SIMS.
- Identify individual student capabilities, plan and distinguish teaching methods appropriately to build and develop student learning.
- Be responsible for the teaching materials and programmes as appropriate.
- Prioritise and manage time effectively, ensuring continued professional development in line with the role and to follow the academy policies and procedures.
- To ensure the effective/efficient deployment of classroom support.
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Updating professional knowledge and expertise as appropriate to keep up-to-date with developments in teaching practice and methodology, in general, and in the curriculum area of MFL.
- Be aware of departmental and academy health and safety measures, including relevant risk assessments.

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- Use detailed knowledge and specialist skills to support and progress students' learning
 - Promote independence and employ strategies to recognise and reward achievement and self-reliance.
 - Encourage students to interact and work co-operatively with others and engage all.

ASSESSMENT, FEEDBACK AND TRACKING:

- To lead, monitor and evaluate the assessment and feedback to students in line with whole academy and department policy.
- To follow department monitoring and tracking systems relating to students' attainment, progress, and achievement.
- Mark, grade and give written/verbal and diagnostic feedback as required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and academy procedures.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Complete the relevant documentation to assist in the tracking of students.
- Use student progress tracking to inform learning and teaching.
- Setting and co-ordinating assessment arrangements across all key stages, as required by academy policies, including standardising those assessments.
- Record progress and achievement in lessons/activities systematically and provide evidence of the range and level of progress and attainment.

STAFF DEVELOPMENT:

- To continue personal development in the relevant areas including subject knowledge and teaching methods to engage actively in the Performance Management process.
- Participate in whole school CPD programmes.

STUDENT SUPPORT AND PROGRESS:

- To be a Form Tutor to an assigned group of students when required.
- To promote the general progress and well-being of individual students and the Tutor group.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required to contribute to the preparation of action plans and other reports as required.
- To alert the appropriate staff to problems experienced by students.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Policy so that effective learning can take place.

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- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and faculty heads.

SAFEGUARDING:

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school.
- Comply with the school's Safeguarding Policy in order to ensure the safety and welfare of students.

COMMUNICATIONS, MARKETING AND LIAISON:

- To communicate effectively with the parents of students as appropriate.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.

PERSONAL RESPONSIBILITIES:

- To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To actively promote academy policies and procedures.
- To comply with the academy's Health & Safety policy and undertake risk assessments as appropriate.
- To undertake duties before the academy day, at break, during the lunch period and after the academy day on a rota basis.
- To attend meetings scheduled in the academy calendar punctually.
- To attend staff training.
- To set cover work during any leave of absence.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

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

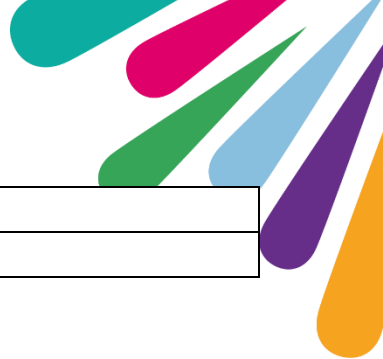
The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required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



Job Description Reviewed on:	Head of School
Job Description Reviewed by:	May 2021

PERSON SPECIFICATION



Job Title:	Modern Foreign Languages Teacher	Reporting to:	Head of MFL
Salary:	MPS/UPS	Location:	City Academy

CORE Education Trust is committed to safeguarding and promoting the welfare of students and requires all staff and volunteers to share this commitment. All posts will be subject to a DBS clearance at Enhanced level.

The Person Specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

	ESSENTIAL	DESIRABLE
EDUCATION, TRAINING AND QUALIFICATIONS		
<ul style="list-style-type: none"> Degree or equivalent Masters in a relevant subject area Qualified Teacher Status Evidence of and commitment to continuing professional development 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>	X
EXPERIENCE, KNOWLEDGE, SKILLS /COMPETENCIES		
<ul style="list-style-type: none"> Successful school teaching experience with experience of teaching across the age and ability range. Well-developed subject knowledge. Knowledge and understanding of the theory and practice of effective teaching and learning. Knowledge and understanding of key policies in particular: health and safety, child protection, SEND and their implementation in schools. In depth knowledge of best practice in teaching and learning, including the use of the latest technologies, to support student learning. Make effective use of ICT across the curriculum when teaching and planning. Communicate effectively both verbally and in writing, to a range of abilities. 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>	X



TEACHING		
<ul style="list-style-type: none"> Plan, prepare and deliver stimulating and engaging lessons, which make effective use of cross curricular links and teach children how to learn. 	X	
<ul style="list-style-type: none"> Assess and record the progress of students' learning to inform next steps and monitor progress. 	X	
<ul style="list-style-type: none"> Teach using an increasingly wide range of teaching strategies to meet differing learning needs and abilities. 	X	
<ul style="list-style-type: none"> Successfully deploy a wide range of effective behaviour management strategies. 		X
DEVELOPING LITERACY AND NUMERACY AND HIGH ABILITY PROVISION		
Be committed to developing literacy, oracy and numeracy skills across the subject.	X	
PERSONAL ATTRIBUTES		
<ul style="list-style-type: none"> Resilience, the ability to work under pressure and able to meet deadlines 	X	
<ul style="list-style-type: none"> Ability to think strategically, creatively and to prioritise 	X	
<ul style="list-style-type: none"> Excellent communication skills (including written, oral and presentation skills) 	X	
<ul style="list-style-type: none"> Excellent interpersonal skills 	X	
<ul style="list-style-type: none"> A commitment to CORE Education Trust vision, values, aims and the objectives of its academies programme 	X	

HOW TO APPLY

For further information about this exciting opportunity, or an informal discussion please contact Head of School, Rebecca Bakewell at rbakewell@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 by **Tuesday 15th June 2021**.

For more information visit our website, 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.



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Heads of School: Rebecca Bakewell and Rekha
Shell-Macleod

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DELIVERING A **CORE** EDUCATION