

Our School Context

Riverbank Academy is a World Class and Outstanding Special School. Our vision is for all students to make exceptional progress and lead happy and fulfilled lives.



We have a dedicated staff team that care about the personal and academic development of our students. We currently work with 188 students and in September 2022 this will increase to 200 students.

We have the most incredible facilities which has a huge impact on the quality of learning. This includes a Hydrotherapy Pool, Soft Play, Fitness Suite, Sensory Garden, Horticulture Area, Physiotherapy Room, Speech and Language Intervention Room, Forest School, Open Library Area, Food Technology Room, Computer Suite, Science Room, Art Room, Performing Arts Room, Trim Trail with Swings, a student led Café and a popup shop! We also have a Wave Centre and Navigator Suite to support the layered and complex needs of 18 students.

We are a Broad-Spectrum School with needs ranging from profound and multiple, severe and moderate learning difficulties (PMLD, SLD and MLD). This opens many professional development opportunities for our staff, allowing them to apply a range of new skills in a fully inclusive setting.



We are looking for an inspirational, committed and enthusiastic person to lead on our English provision across all key stages. The successful person will be supported by our senior team and as a middle leader will be involved in the strategic development of the school. **We welcome all applicants from primary, secondary, mainstream and special school backgrounds.**



What do we offer?

- A friendly, happy and dedicated team
- A senior leadership team open-door policy for all staff
- Amazing facilities
- School iPad or Chromebook
- Staff access to our fitness suite, before and after school
- Exciting CPD opportunities
- Access to an innovative curriculum which has been adopted as best practice in other Special School settings.
- Family Friday's where we encourage all staff to go home as soon as students have left site – with no late working!
- Half day finish at the end of each term
- If staff have 100% attendance in an academic year they have can take one additional paid day off the following year!
- Additional payment for staff that attend residential trips on a Saturday and/or Sunday
- Cycle to Work Scheme
- Six Togetherness Sessions a year, where we come together as a school community to take part in activities such as school picnic/disco/sports day and simply enjoy being together!
- Free fruit, tea and coffee in the staffroom and a water cooler.
- Eleven "Wellbeing Wednesday" sessions where we encourage staff to take part in a wellbeing activity after school, this includes access to an external fitness instructor who comes into school and is free for staff to access.



Head of English and Literacy Co-ordinator Job Description

Scale: UPS/MPS + TLR 2b + SEN Point 1/or 2 depending on experience
Responsible to: Head Teacher
Start date: Summer Term 2022 (Monday 25th April)

Job Purpose:

Following the planned retirement of our well-established English lead, Riverbank Academy are now looking to appoint a new inspirational middle leader to help us drive forward school improvement and ensure we provide the best possible education and secure positive outcomes for our wonderful children.

We are looking to appoint a Middle Leader to lead on the development of our outstanding English curriculum.

Main Responsibilities:

- **Focus on teaching and learning, including the sequence of learning within lessons, schemes of learning and across key stages.**
- **Working with other relevant teachers in the schools, the post holder will:**
 - Have the overall strategic overview of literacy by working in partnership with the Phonics and Reading Intervention leaders ensuring all areas of literacy are sequenced and appropriately linked across the school.
 - Identify relevant school improvement issues
 - Define and agree appropriate improvement targets
 - Create and evaluate action plans
 - Co-ordinate CPD needs and opportunities
 - Evaluate the impact of all improvement activities on the quality of teaching and learning
 - Provide the Leadership team and other post holders with relevant subject, curriculum and or pupil performance information
 - Impact on educational progress beyond assigned pupils
- **Using the schools central recording and monitoring systems the post holder will:**
 - Identify appropriate attainment and achievement targets
 - Monitor pupil standards and achievement against annual targets
 - Monitor planning, curriculum coverage and learning outcomes
 - Monitor standards of pupil behaviour and application
 - Lead evaluation strategies to contribute to overall school self-evaluation
 - Plan and implement strategies where improvement needs are identified
 - Ensure that relevant attainment and achievement targets are met
- **By leading, developing and enhancing the teaching practice of others the post holder will:**
 - Maintain personal expertise and share this with other teachers and support staff
 - Act as a role model of good classroom practice for other staff, modelling effective strategies with them
 - Monitor and evaluate standards of teaching, identifying areas of improvement

- Plan and implement strategies to improve teaching where needs are identified
- Induct, support and monitor new staff
- **Other Duties**
- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role.
- To participate in performance management arrangements.
- To adhere to published school policies and procedures.
- To attend regular meetings with line manager.
- 80% timetable/teaching commitment (teaching 24/30 lessons/45mins each)
- Carry out the role as a class tutor supporting the pastoral and academic progress of students.

Person Specification		
	Essential	Evidence
Qualifications	Qualified Teacher status Satisfactory enhanced CRB Valid work visa Evidence of commitment to further professional development	Application Form, certificates and Police checks
Experience	Experience and consistent successful track record of: <ul style="list-style-type: none"> ● Consistently good/outstanding teaching and learning observations and work scrutiny feedback ● Teaching and improving outcomes for students with SEND ● Involvement in work related to raising levels of achievement ● Leading the development of a curriculum area or school initiatives ● Some experience of managing/leading colleagues 	Application Form, Task, References and Interview
Knowledge and Understanding	1.Assessment <ul style="list-style-type: none"> ● Assessment for Learning ● Formative and Summative assessments ● National attainment expectations at the end of each key stage ● Progress measures ● Using assessment information to raise standards 2.Teaching and Learning <ul style="list-style-type: none"> ● High expectations of all learners ● Establishing positive, supportive relationships with children ● A wide range of teaching & learning strategies and methods ● A clear understanding of what good and outstanding teaching and learning looks like ● A stimulating and purposeful learning environment appropriate for the needs of the child ● Evidence of good pupil achievement and well-being ● Outstanding planning, marking and feedback 3. Curriculum <ul style="list-style-type: none"> ● A sound grasp of the national curriculum ● Excellent subject knowledge within the English curriculum ● The importance of a broad and balanced curriculum ● Awareness of effective sequencing and progression of knowledge and skills 	Application Form, Interview, lesson Observation and references

	<ul style="list-style-type: none"> • Child initiated and independent learning • The importance of developing learning and life skills 	
Skills and Abilities	<ul style="list-style-type: none"> • Highest level of professional conduct • Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services • Effective communication skills (both orally and in writing) • Maintain good personal relationships within a team • Engage and communicate with a variety of stakeholders: parents, professionals, team members, children • Proven ability to prioritise and organise • Ability to demonstrate impact within their current role • Desire to lead others and share good practice • Skills to lead on an area of the curriculum • Proven ability to appreciate new technology and understand its usefulness within an educational environment • Understand and adhere to school policy • Plan effective learning opportunities that are grounded in sound assessment • Track pupils' achievement and ensure that children make progress within every lesson 	Application form, interview, task and references
Personal Characteristics	<ul style="list-style-type: none"> • Honesty and integrity • Determined and resilient • Positive and enthusiastic • Organised • Resourceful 	Interview & lesson Observation, task and references
Commitment to and awareness of Equal opportunities issues	<ul style="list-style-type: none"> • Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for children, to overcoming obstacles/barriers to this and to review practices which are counter to it 	Application Form, interview, lesson observation and references
Commitment to and the promotion of Health & Safety at work	<ul style="list-style-type: none"> • Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils • Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action 	Application Form, interview, lesson observation and references

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours

Equal Opportunities:

The post holder must carry out his/her duties with full regard to the Academy's Equal Opportunities policy.



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The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

How to apply

If you are ambitious for yourself, passionate about the futures of children and want to be part of a forward-thinking team of like-minded professionals then we would like to meet you. For further details, an application form, and to apply, please visit our website:

www.sidneystingeracademy.org.uk – ‘Vacancies page’

If you would like further information please contact:

David Lisowski: headteacher@riverbankacademy.org.uk

Please return completed application forms to: headteacher@riverbankacademy.org.uk [No hard copies to be sent in the post]. We look forward to receiving your completed application form.

- **The closing date for this post is Friday 3rd December 2021**
- **Interview date week commencing: Monday 13th December 2021**

If you would like further information or to discuss the post in more detail then please contact:

Mr David Lisowski – Head Teacher

dllisowski@riverbankacademy.org.uk

We look forward to receiving your completed application form.

Mr David Lisowski
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