

## Information for Applicants

<b>Academy</b>	<b>The Quest Academy, South Croydon</b>
<b>Required</b>	<b>1<sup>st</sup> January 2024 (or earlier if available)</b>
<b>Salary</b>	<b>L1-L5 (£50,929 - £55,822)</b>
<b>Closing date</b>	<b>22<sup>nd</sup> December</b>
<b>Interviews</b>	<b>As applications received</b>



Dear Applicant

A very warm welcome to the Quest Academy. This is a great place to begin or further your career.

We have the opportunity for a colleague to join the Leadership Team of one of our Houses. Working alongside another Achievement Coordinator (for either KS4 or KS3) and under a Head of House (Assistant Principal), the successful colleague will be responsible for overseeing the pastoral and academic development of up to 170 learners. This is a very exciting opportunity, and we welcome applications from suitable candidates with a teaching background in any subject.

At the Quest we know that having great people is our biggest asset and we work very hard to make sure that the posts we offer, the professional development we provide and the environment we create are the cornerstones of a highly successful Academy on a journey from 'good' to 'outstanding.'

Our motto, 'learning changes lives' succinctly describes our mission: to improve the life chances of all of our young people by enabling them to achieve outstanding qualifications and develop the personal characteristics necessary to lead fulfilling adult lives.

We believe in the broadest and richest educational experience and we have a highly developed and universal enrichment offer, numerous trips and visits, a wide range of clubs and societies, sports fixtures and a thriving Duke of Edinburgh award scheme.

At the Quest we have created a disciplined environment with well-behaved children. Levels of attendance are above the national average because our students enjoy coming to school and we have very well crafted systems of support in place to make sure that the Academy runs efficiently. We are oversubscribed and results are above the national average in all key stages.

We believe we are outstanding in the support we provide for staff development. We have achieved the 'CLPD Gold Mark' for our professional development work and we run in-house training sessions every week to update and further our colleagues' skills.

We are also very fortunate to occupy a stunning 17 million pound building with extensive grounds which we moved into in 2014. Every part of the school is new and across the campus we have invested in nearly one million pounds of cutting edge IT equipment to support all aspects of Academy life.

Geographically we are ideally located just 15 minutes from the M25, forty minutes from central London by train and Croydon itself is undergoing major investment as a place to work and live. Rents are relatively low for London and the town centre, with many restaurants and entertainment venues, is an exciting place to be.

I look forward to receiving your application if you think that our Academy and this post is right for you.

With best wishes.



**Mr A Crofts**

## Key Information

The Quest Academy is committed to ensuring that each student succeeds academically and personally. Our motto, *Learning Changes Lives* (Eruditio Vitas Commutat) reflects our belief in the importance of our work. We are committed to making sure that every student makes outstanding progress. We have high expectations of every student, offer the best quality teaching and insist on the highest standards of behaviour and respect.

The Quest is a positive, rich and innovative learning environment where every student can achieve excellence in all that they do, in the classroom and beyond it.



We offer a wide range of enrichment activities to extend learning in a range of contexts and promote leadership, teamwork, reflection, confidence and high self-esteem.

We are constantly searching for new ways to encourage participation and service to others as the basis for the development of lifelong learning and a happy and successful life.

Our strength comes from strong partnerships: with our parents, the community we serve and the close links we have with the Trust. Together we have extensive experience and expertise to guide our work.

***You can find out more information about our school, and our Trust at the following websites:***

[www.thequestacademy.org.uk](http://www.thequestacademy.org.uk)

[www.tct-academies.org](http://www.tct-academies.org)

## Information about *The Collegiate Trust*

**MISSION:** *Collaboration to deliver an exceptional education*

**VISION:** *Exceptional Education for All*

TCT has grown out of *Riddlesdown Collegiate*, a large, **outstanding** (OFSTED, March 2023) secondary school in Croydon with a longstanding reputation for high standards and an exceptional education. Since 2015, our Trust has been growing and, today, we are a family of 8 schools with c.6000 pupils and 800+ employees. The planned addition of a further secondary school in Autumn 2023 will bring our Trust to c.7000 pupils and c.1000 employees.

School	Range	Date joined	Roll	Principal	OFSTED
Riddlesdown Collegiate	11-18	founding school	2066	Dr Parimal Bhatt (from 1.9.2023)	Outstanding
Gossops Green Primary	4-11	1.11.2016	582	Mrs Sarah Dunne	Good
Waterfield Primary	3-11	1.3.2018	374	Mr James Purveur	Good
The Quest Academy	11-18	1.6.2018	970	Mr Andy Crofts Mr Tom Beecham	Good
Quest Primary	3-11	1.9.2018	188	Mr Andy Crofts Miss Jo Stawman	Good
Courtwood Primary	4-11	1.9.2018	214	Mrs Natasha Grant	Good
Kenley Primary	4-11	1.9.2021	196	Mrs Katie Turner (from 1.9.2023) Mrs Jacki Keogh (from 1.9.2023)	Good
Woodcote High School	11-18	1.4.2023	1269	Ms Kirstie Woodcock	Good

Each school within the Trust is supported by our Central Team who work with Principals and their teams on school improvement, teaching and learning, finance, facilities and operations, IT, HR and governance issues. This support allows the Principal and Local Governing Body (LGB) to focus on delivering the highest standards in their school. The LGB works to a *Scheme of Delegation* approved by the Trust's Board of Directors.

Our culture of ambition is clearly focussed on our PEOPLE and their LEARNING. We support all members of our team to do the best job they can by ensuring high quality professional development in a healthy workplace environment where wellbeing is seen as an essential requirement for success.

## Why Work With Us?

The Collegiate Trust is an exciting, fast-paced group of schools committed to progress, collaboration and excellence for all... staff and students alike. We are a dynamic and expanding trust of seven schools (two secondaries with Sixth Form provision, and five primaries) with numerous and diverse career opportunities for both new and existing staff.

All staff and governors, at every level of their career, in both teaching and business support functions, have an equal entitlement to Continuous Professional Development (CPD). This promotes, develops and supports staff in their shared commitment to lifelong learning. Results are reviewed and evaluated regularly in order to support further development of our CPD programme and drive constant improvement.

Through expert facilitation, Trust-wide collaboration, inter-school networking, and our extensive CPD programme, every member of staff has the opportunity to make substantial contributions to the development of the curriculum, pedagogy and delivery of business services, whilst improving their own prospects of career progression.

We are committed to:-

- facilitating **career progression**
- offering **excellent professional development**
- providing **opportunities to lead**
- extending **support from Trust experts**
- developing **collaborative opportunities** to generate new and next practice

Other tangible benefits of working within a TCT school include<sup>1</sup>:-

- ✓ Exceptional performance rewards
- ✓ Contribution to cost of Masters in Education
- ✓ Superb *ECT Induction Programme* including two-week paid training in June/July
- ✓ The Collegiate Trust's *National Professional Qualifications* for aspirant leaders
- ✓ Two-week October half term (instead of 5 INSET days)
- ✓ Well-equipped staff rooms and work rooms
- ✓ Excellent learning resources in classrooms
- ✓ Cutting-edge technology provision
- ✓ Free Microsoft Office apps

Individuals who are successful in their application to The Collegiate Trust join us at an exciting time. In return for the opportunity to be part of our Trust, we ask that all joining members of staff share in our vision of "Exceptional Education For All" and are motivated to work continuously towards developing their own professional excellence.

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<sup>1</sup> At the time of publication, not all benefits available at every TCT school.

## Our Values

Strong moral values underpin the ethos of The Quest Academy. We welcome students from a wide range of cultural and faith (or non-faith) backgrounds and expect all families to value and support the moral values at the heart of all aspects of life at The Quest Academy.

We foster understanding, tolerance and mutual respect whilst producing confident, capable and respectful young people. At all times, we aim to create an environment that nurtures and develops:

- Integrity
- Compassion
- Respect
- Tolerance
- Kindness
- Courage
- Generosity
- A life-long love of learning

These values make The Quest Academy a positive and inclusive community in which all students feel safe, valued and part of the family.





## Quest6

Students at The Quest Academy's 6<sup>th</sup> Form, Quest6, have excelled across the range of courses that are on offer.

In addition to academic excellence, Quest6 is a positive, rich and innovative learning environment where every student can achieve excellence in all that they do, in the classroom and beyond it. We offer a wide range of enrichment activities to extend learning in a range of contexts and promote leadership, teamwork, reflection, confidence and high self-esteem.

Students at Quest6 (and staff) have access to cutting-edge, state-of-the-art facilities that – for at least the foreseeable future – are arguably the best that Greater London has to offer.

A dedicated social study area, seminar-style teaching rooms, brand new technology as well as access to all of Quest's new buildings ensure that current and future Quest6 students will learn in a modern, peaceful, exceptional education environment.



## Job Description

<b>Job Title:</b>	Achievement Coordinator
<b>Responsibility Level:</b>	L1 - L5
<b>Accountable To:</b>	Executive Principal & Governing Body
<b>Responsible To:</b>	Assistant Principal
<b>Accountable For:</b>	The development and progress of a cohort



### Accountable For:

Ensuring that the areas of Academy life for which I am responsible contribute to outcomes above expectations for all Academy students, especially in the standards they attain and the progress and achievement they make.

Understanding, operating and developing the ethos of the Academy so that it becomes a centre of excellence where mutual respect, tolerance, care and support are evidenced in all of the Academy's activities and that this in turn ensures that everybody takes pride in all aspects of the Academy's work.

### RESPONSIBILITIES

#### Overall Responsibility

- To provide effective leadership, support and management in order to build and maintain an effective team which continually enhances student progress and the development of learning.
- Alongside the AP, to oversee, lead and be responsible for the pastoral development of students within the given cohort.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people, particularly with regard to Child Protection Procedures.
- Work closely with Form Tutors to make the 'Early Concerns' system effective.
- Become familiar with students' Special Needs and liaise effectively with relevant staff.

### GENERAL MANAGEMENT DUTIES

#### Leadership

1. Be responsible for student progress, development and learning outcomes.
2. Co-ordinate team members and lead by personal example and hard work.
3. Create a vision, sense of purpose and pride in the team.
4. Effectively manage the human resources at the team's disposal, including Teachers and support staff.
5. Co-ordinate the production and maintenance of the handbook and implement, monitor and evaluate all of its policies.
6. Play a major role as a member of the leadership team/middle manager group in the development of all aspects of the Academy, including its policies and their implementation.
7. Develop and maintain effective methods of communication with the Principal, SLT, other staff, students, parents, governors, external agencies and the wider community (including business and industry).



8. Identify and celebrate curriculum areas for their successes.
9. Help create an effective team by promoting collective approaches to problem solving and curricular/academic/learning developments, e.g. consult with the team when writing the improvement plan and producing resources.
10. Chair and produce the agenda for effective team meetings. Ensure minutes are made, kept secure and others informed as appropriate.
11. Make a regular contribution to year meetings – particularly on issues related to academic standards, mentoring and student learning activities.

### **Curricular/Team Development**

1. Contribute towards continuity and progression within the whole Academy Curriculum.
2. Oversee the implementation of the Academy Development Plan (KS3/KS4/KS5), and ensure students and staff know the part it plays in the whole Academy development. Within the plan, the allocation of resources must be fair and equitable, meeting the needs and aspirations of all colleagues as far as possible within the budget.
3. When appropriate, manage the academic tutoring programme providing a scheme that seeks to deliver high quality welfare, advice and support to students.
4. Monitor and evaluate academic developments and the quality of teaching in the relevant Key Stage. Take the initiative in identifying strategies to support consistency of practice and lead the team by example.
5. Develop team strategies and procedures (using national and Academy guidelines) for teaching and learning for students with Special Educational Needs and Gifted and Talented students.
6. Work with the AENCO to ensure IEPs are used to set specific targets, and match curricular materials and approaches to student needs.
7. Work with the Gifted and Talented co-ordinator to ensure tutors are aware of how to help students cope with being in this cohort.
8. Liaise with team leaders to ensure consistency to deliver cross-curricular themes.
9. Evaluate student responses to academic developments and initiatives by collecting evidence through 'student voice' and publishing outcomes to stakeholders, including students and parents.

### **Liaison/Communication**

1. Develop a close working relationship with each LSA in the academic team in order to assist them in carrying out their duties, and keep well informed of issues that may require the input of the Assistant/Deputy Principal.
2. Attend and contribute to mentoring meetings.
3. Meet regularly and work with the 'SLT link' for professional support.
4. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between Academies and phases for all students.
5. Liaise with other team leaders and curriculum co-ordinators in order to have oversight of the implementation of integrated schemes of work, e.g. Numeracy, Literacy, AEN, ICT and Citizenship.
6. Inform staff about new developments and ideas related to mentoring and learning strategies by means of a regular newsletter – to include team meeting agendas.
7. Plan, organise and publicise Parents Evenings and special event days.
8. Provide helpful and accurate responses to parent/carers enquiries.
9. Oversee the process of writing and collating reports and contribute a summary comment for each student.
10. Collect Academic MER (Monitoring, Evaluation, Review) data.
11. Work closely with team leaders to support effective teaching and learning.
12. Attend (with the AENCO) student reviews which are co-ordinated by the Social Services.
13. Work with the AENCO and other Co-ordinators in managing all externally provided services.

## **GENERAL TEACHING DUTIES**

### **Teaching and Learning**

1. Manage student learning through effective teaching in accordance with the Faculty's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
4. Set homework regularly, (in accordance with the Academy homework policy), to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with AEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including more able students, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.
7. Work within the Teaching and Learning, using clear and precise learning objectives and defining criteria for success for each lesson.
8. Work effectively as a member of the faculty team to improve the quality of teaching and learning, by contributing to the Faculty Development Plan and implementing and monitoring change.
9. Implement new initiatives, Academy, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
10. Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem.

#### **Monitoring, Assessment, Recording, Reporting and Accountability**

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
2. Track student progress, monitoring achievement against targets set, and take appropriate action on student outcomes.
3. Assess students' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of IEPs as detailed in the current SEN Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to Parents.
6. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.

#### **Subject Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and student access, to the subject.

#### **Professional Standards and Development**

1. Be a role model to students through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Be familiar with the Academy and faculty handbooks and support all the Academy's policies, e.g. Health and Safety, Citizenship, Literacy, Numeracy and ICT.
4. Establish effective working relationships with professional colleagues and support staff.

5. Be involved in extra-curricular activities such as making a contribution to clubs and visits.
6. Maintain a working knowledge and understanding of Teachers' professional duties as set out in the current Academy Teachers' Pay and Conditions document, and Teachers' legal liabilities and responsibilities relating to all current legislation, and the role of the education service in protecting children.
7. Liaise effectively with Parent/Carers and with other agencies with responsibility for students' education and welfare.
8. Be aware of the role of the Governing Body of the Academy and support it in performing its duties.
9. Be familiar with and implement the relevant requirements of the current SEN Code of Practice.
10. Consider the needs of all students within lessons (and implement specialist advice), especially for those who have SEN, are more able and/or are not yet fluent in English.

### **Health and Safety**

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety and Welfare.
3. Have an understanding of visits' procedures and the relevant actions to take when planning out of Academy activities.

### **Continuing Professional Development**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the Academy Development Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through Academy, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for the new academic year; participate in collaborative planning sessions; provide additional student support or any activity directed by the Principal.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice in Bluesky.
9. Contribute to the professional development of colleagues, especially ECTs, ITTs and TFTs.
10. Contribute to faculty development by sharing professional learning, expertise and skills with others in the team, through training activities such as coaching and mentoring.

### **OTHER REQUIREMENTS**

1. To promote and safeguard the welfare of children at the Academy.
2. To maintain confidentiality at all times.
3. To be aware of and adhere to all Academy policies and procedures.
4. To carry out any other duties as may be reasonably required by the Principal.
5. To work in support of the Academy Improvement Plan.
6. To take time to read notices, keep to deadlines and carry out duties to the best of your ability.

## Person Specification

Qualifications
An honours degree (2:2 or better)
Qualified Teacher Status
Evidence of further professional development where appropriate
Experience
Experience working with young people of a range of ages and abilities
Evidence of making an effective contribution to a team
Regular engagement with up to date teaching pedagogy
Experience of being a highly effective tutor
Skills and Attributes
Ability to deliver high quality teaching & learning over time to all students in the subject area
Ability to be an effective Tutor
Capacity to work alongside colleagues, contributing effectively to overarching aims and priorities
Ability to quickly establish and maintain positive relationships with students, staff and families
Ability to demonstrate and promote good practice in line with the ethos of the Quest Academy
Understanding of safeguarding issues and promoting the welfare of children and young people
Well-developed communication skills, including high level of written and oral literacy and competent ICT use
Suitability to work with children
Potential for professional progression

***The Collegiate Trust* is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

**Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the *Disclosure and Barring Service*.**

**Appointment will be dependent upon further health, medical and attendance checks.**

## Schedule for Appointments

To apply please submit a statement of no more than 2 sides of A4 to:

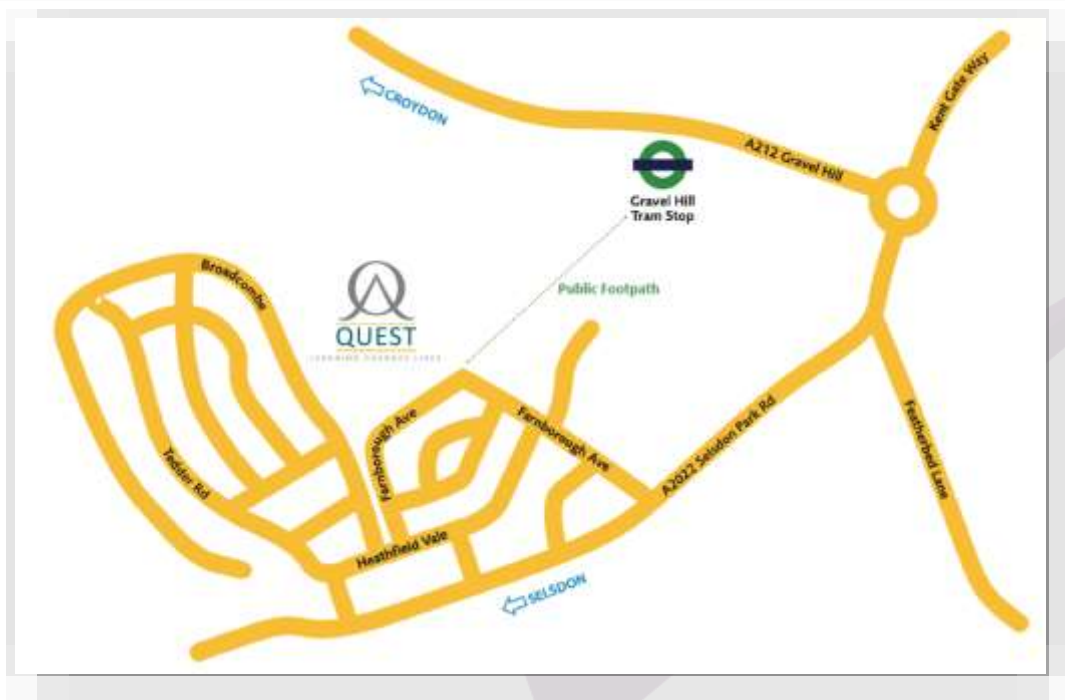
[Tbeecham@thequestacademy.org.uk](mailto:Tbeecham@thequestacademy.org.uk)

**CLOSING DATE:**

22<sup>nd</sup> December



## How To Find Us



### By Car:

If you are travelling by car, The Quest Academy is located on Farnborough Avenue which is off of the A2022, Selsdon Park Road. If you are coming from the M25 junctions 7 (Croydon), 6 (Caterham) or 4 (Orpington) provide easy access to Selsdon.

### By Train

The nearest mainline station is East Croydon. You can then take either a number 3 tram (toward New Addington) and alight at Gravel Hill or one of the several buses that serve the area; 433, 130 or 466.

### By Tram

There is a wide footpath (keep to the right hand side) which runs from the tram stop past the back of John Ruskin College, The Quest Primary School and Red Gates School, finishing in the corner of Farnborough Avenue. This walk takes about 12mins. The Academy is located on the right hand side in Farnborough Avenue.

### By Bus:

Bus routes: 433, 64, 130, 466, 359.

## The Quest Academy

Farnborough Avenue, South Croydon, CR2 8HD

☎ 020 8657 8935

✉ [office@thequestacademy.org.uk](mailto:office@thequestacademy.org.uk)

💻 [www.thequestacademy.org.uk](http://www.thequestacademy.org.uk)