



# Recruitment Pack

## Casual Supply Teacher

Closing Date: Sunday 17th November 2024



# Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



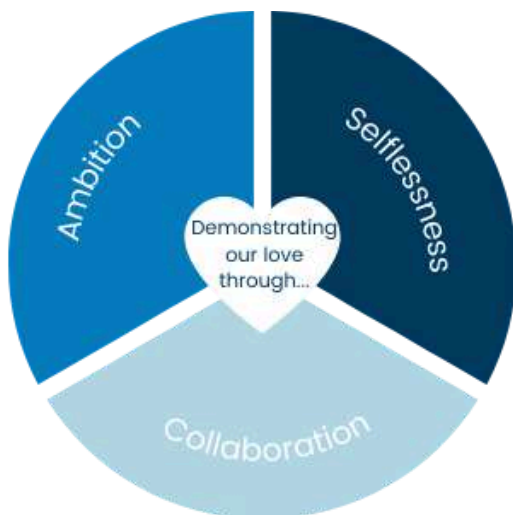
**Welcome from the Ted Wragg Trust  
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

## Our Values



### Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- be **brave**

### Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

### Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

## How will we succeed?





## St James School

St James is a thriving, diverse and ambitious community with 980 pupils. We are an 11-16 mixed comprehensive school that is consistently one of the highest performing in the area. We perform so well because from the moment they join us, we ask our pupils to work hard and be kind. These two behaviours epitomise what we think is important for both pupils and staff alike.

Our school is situated in the East of Exeter on a new, purpose-built site which means we benefit from excellent facilities, including an art and photography suite with gallery, an amphitheatre, a drama studio and a theatre with full rigged lighting and raked seating, a 4G full sized pitch, a greenhouse, allotments and significant school fields.

At St James, we value teachers' time which is why we have a sensible marking policy for classwork meaning that you are not routinely expected to handwrite feedback to pupils. Additionally, we have an automated system for homework which is planned, set and checked for you. All this saves you time so that you can focus on getting to know your pupils and planning the very best lessons for them. Across EBACC subjects, we have a common curriculum with fully resourced schemes that you simply need to refine for your classes' needs.

Our classrooms are disruption free as our behaviour system removes pupils who do not follow our lesson expectations. All sanctions are centralised so that you can simply get on with your job: teaching.

We ensure that our students are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. We help develop open minded, receptive and kind people, who embrace new ideas and change and who enjoy life and want to explore it by experiencing new things. The arts are core to our curriculum and are the beating heart of our school. All students partake in the arts and are given the opportunity to take the full range of arts qualifications at KS4.

More than 70% of our pupils complete the English Baccalaureate, and, as a result, we see our students invited to join elite post-16 programs, such as the Exeter Maths School and the Reach Academy.

The core of our ambitious learning culture is a broad, knowledge-rich curriculum, which is cohesive, cumulative and effectively sequenced. Our common curriculum is academic, rigorous and challenging, and designed with long-term memory in mind; students' knowledge, skills and understanding are cemented by frequent and systematic revisiting.



## St James School

Our curriculum aims not only to provide students with the knowledge and skills to obtain optimum GCSE outcomes but also to develop a love for subjects, acquiring knowledge and skills which set them up for future studies. Through a curriculum which, for us, encompasses every aspect of school life, we are developing our community of young people to have deep agency with their learning: they are curious about the world around them and proud to be learning with us.

We are committed to providing the very best environment for professional growth, believing that this is key to fostering an innovative and a progressive atmosphere. Our colleagues are incredibly committed and passionate about all that they do and are rewarded with bespoke CPD provision, in-house career progression opportunities, together with a relentless focus on staff wellbeing. If you are reflective in your approach and have a desire to be part of a highly successful school improvement team then this is the school for you.

Like Dylan William, we believe 'every teacher needs to improve, not because they are not good enough, but because they can be even better'. That's why our teachers receive weekly coaching sessions so that they can reflect on and refine their practice. We don't carry out formal, graded lesson observations as we believe our focus should be on helping teachers improve, rather than prove their practice.

Ofsted judged us to be a strong Good in our inspection in 2018. Our results in 2019 saw our students sustain the high level of performance of recent years. Headline figures show that 65% of students left with a grade 9-4 in English & Maths (a 'standard' pass) and 42% with a grade 9-5 in English & Maths. 77% of students achieved a 4 or above in English, and 62% a 5 or above, whilst in Maths 70% achieved a 4 or above, and 48% a 5 or above. The school's strong performance in the Ebacc has also continued.

We value kindness at St James and work to be kind in all of our interactions and engender the same in our students. So, if you like to work hard and be kind and you like your pupils to do the same, St James School is the place for you.

### **The Governing Body:**

The Local Governing Body operates with full delegated authority from the Ted Wragg Multi Academy Trust and is directly accountable to the Trust. The governors understand well their statutory duties to hold leaders to account as well as setting the strategic direction of the academy and ensuring the academy has a sound financial footing. Their commitment is absolute, believing in social justice they bring a rich background of experience beyond education. They are led by a chair determined for the academy to be a first choice for parents and where every child is given the opportunity to fulfil their potential.



## St James School Teacher

We are looking to appoint a terrific leader to join our team as a Casual Supply Teacher at St James School. It is an exciting role and a great opportunity for anyone who loves teaching and learning and is passionate about improving the life chances of young people.

At St James, we are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. From the moment they join us, we ask our students to work hard and be kind. We know these behaviours are important for staff and students.

As a community, we empower our students to use their education to be kind and community minded, to lead happy and healthy lives and to thrive in life's opportunities.

We do this by living our four values:

- Kindness
- Equity for all (through the highest of standards)
- Community at the heart
- Diversity and celebration

We are proud of our school and our community. We know our students; our staff and our families are happy at school. The best way for you to experience this is by visiting our school and meeting us.

For this role, the successful candidate will:

- work hard;
- be kind;
- believe in equity for all and strive for this in education;
- be a good teacher who is keen to develop their classroom practice;
- be a passionate and innovative advocate for teaching and learning;
- have great curriculum knowledge;
- and, have a good sense of humour.

Does this sound like you? If so, then we would welcome your application. If you have any questions, please email to [recruitment@stjamesexeter.co.uk](mailto:recruitment@stjamesexeter.co.uk).

## Key Details

**Job Title:** Casual Supply Teacher

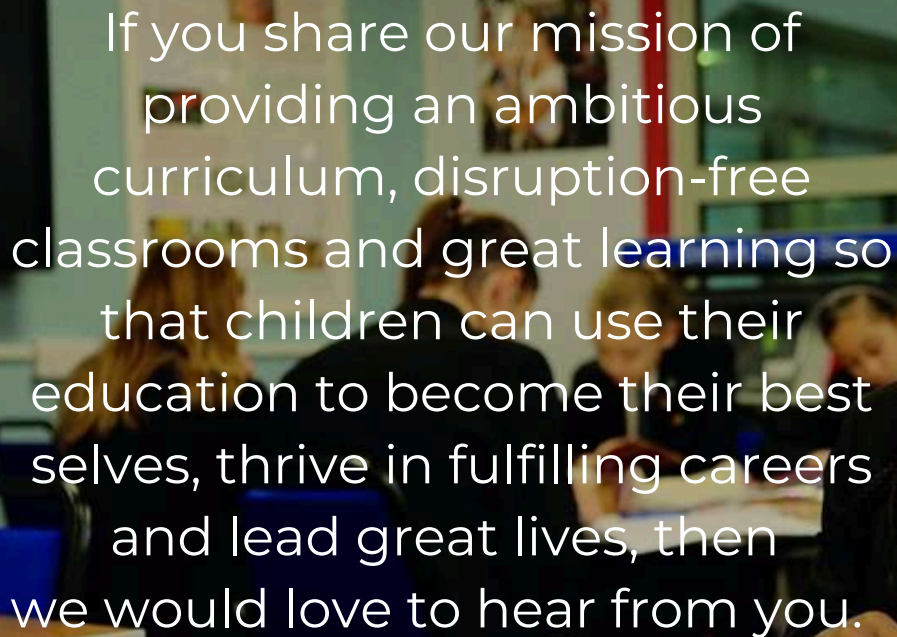
**Location:** Exeter, Devon

**Salary:** MPS2 £23.80 per hour

**Closing Date:** Sunday 17th November 2024

**Interviews:** TBC

**Required From:** As soon as possible



If you share our mission of providing an ambitious curriculum, disruption-free classrooms and great learning so that children can use their education to become their best selves, thrive in fulfilling careers and lead great lives, then we would love to hear from you.

## How to apply

Applications can be made and further information is available via our website: [www.stjamesexeter.co.uk](http://www.stjamesexeter.co.uk) or by email to [recruitment@stjamesexeter.co.uk](mailto:recruitment@stjamesexeter.co.uk).

We would welcome visits to the school prior to applications. To arrange one, please contact our recruitment team by email on [recruitment@stjamesexeter.co.uk](mailto:recruitment@stjamesexeter.co.uk).



## Job Description

### Key Purpose of Job

- Applications are invited from qualified teachers to join our relief supply bank, providing teaching support on an 'as and when required' basis, for example due to staff absence. This may also be a result of long term absences.
- The successful applicant will be expected to provide teaching and learning across a range of subjects to ensure high attainment of students. The post holder will adhere to the professional duties of a teacher as set out in the School Teachers' Pay and Conditions of Service document and College policies.

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### Key Duties and accountabilities of the post

- Provide a nurturing classroom and school environment that helps students to develop as learners.
- Ensure that pupils are actively engaged in pre-set work where this has been provided.
- Help to establish / maintain discipline and good order in the classroom.
- Contribute to the effective working of teaching departments.
- Participate in departmental CPD and undertake professional development as identified.

### Teaching and Learning:

- Use pre-set work to teach engaging and effective lessons that motivate, inspire and improve pupil attainment.
- Plan lessons, where appropriate.
- Use regular assessments to monitor progress and set targets, where appropriate.
- Respond accordingly to the results of such monitoring, where appropriate.
- Ensure that all students make significant and continuing progress.
- Maintain accurate pupil data that can be used to make teaching more effective.
- Identify situations where Key Stage Co-ordinators or Heads of Department needs to be involved.
- Communicate enthusiasm of all subjects, and the areas of learning related to it, to students.

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### Working Environment & Conditions of the post

In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and teach within any school in the Ted Wragg Multi Academy Trust.



## Job Description

### Other Duties

Participate in induction training, staff review processes and professional development opportunities

Commit to Equal Opportunities and Anti-Discriminatory Practice

The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles

The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members

The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Federation Policies and Procedures



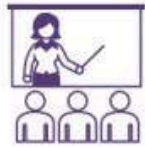

The post-holder must comply with the Trust's Health and Safety requirements specifically for the Schools they are working at

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post



Our model of teaching and learning has been informed by the **Great Teaching Toolkit** (2020) by Rob Coe et al, published by **Evidence Based Education**. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the **WALKTHRU** series to ensure that we have a shared pedagogical understanding and practice.

Dimension	What does this look like at St James?
<b>Lesson preparation: Understanding the content</b> 	<p>We have expert curriculum knowledge and <b>sequence concepts in small steps</b> and the connections students should make with previous knowledge.</p> <p>We use lesson preparation before we teach and <b>plan for reading</b>.</p> <p>In our preparation, we identify misconceptions and typical errors in each topic and plan for <b>examples and non-examples</b>.</p> <p>We prepare <b>live modelling</b> by writing model answers that solve the most difficult problems our students face.</p> <p>We prepare for <b>giving an explanation</b>, which might involve using <b>analogies</b>.</p> <p>We decide when and how we will <b>check for understanding</b> of the whole class and individuals.</p> <p>Using our <b>seating plans</b>, we anticipate where we may need to use adaptive teaching to meet the needs of all students.</p>
<b>Disruption-free classrooms: Maximising opportunities to learn</b> 	<p>We maximise time by <b>getting lessons started</b> promptly. Students are greeted at the <i>threshold</i> for the first three minutes before the register. Students immediately start meaningful work with a <i>Do Now</i> activity.</p> <p>We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points.</p> <p>We expect students to fully engage in the lesson with <b>no opt out</b> and to silently <i>track the speaker</i>.</p> <p>To allow all students to concentrate, <b>silence is golden</b>.</p> <p>We have <b>positive relationships</b> with students which is reinforced by a <i>warm-strict</i> manner. We use <b>positive framing</b> to <i>narrate the room</i> to acknowledge where expectations are being met.</p> <p>There is an organised routine for <b>ending lessons</b>.</p>
<b>Great Learning: Activating hard thinking</b> 	<p>Lessons begin with spaced retrieval practice through the <i>Do Now</i>.</p> <p>We introduce content by sharing the <b>big picture</b>, <b>small picture</b> and key learning ideas, threshold concepts and powerful knowledge with our students.</p> <p>We present new content through <b>chunking</b> and <b>giving an explanation</b>, considering cognitive load and link new content to prior knowledge. Our explanations include <b>examples &amp; non-examples</b> as well as <b>worked examples</b>.</p> <p>We <b>check for understanding</b> by asking lots of questions, using techniques such as <b>think, pair, share</b>, <b>show-me boards</b> and <b>cold calling</b>. We correct misconceptions with <i>right is right</i>. Students are given feedback and encouraged to <b>say it again better</b>.</p> <p>We use <b>live modelling</b>, often using a visualiser.</p> <p>We get the learning to stick using the <b>modelling handover: I do, We do, You do</b>. We support students to move from <b>guided practice</b> to <b>independent practice</b> and we circulate with live marking and <b>show call</b>.</p>
<b>Adaptive teaching: Creating a supportive environment</b> 	<p>Using <b>whole-class feedback</b>, we adapt our teaching.</p> <p>We provide <b>scaffolding</b> and support, including the use of <i>structure strips</i> and <i>writing frames</i>. Students who have been absent are supported through our attendance <i>marginal gains</i>.</p> <p>We support all students to be able to read aloud in lessons through <b>whole-class reading routines</b> and our <i>reading consistencies</i>.</p> <p>We circulate to spot and correct misconceptions.</p> <p>We work with <b>teaching assistants in tandem</b> to support some students' learning.</p> <p>Our planning is informed by a wide range of assessment data and SEND information, enabling us to <b>aim high</b>, <b>plan support</b> and <b>teach to the top</b>.</p>



# Person Specification

## **Qualifications and Professional Development**

- A good honours degree (2:1 or higher)
- Qualified teacher status or equivalent
- Evidence of further professional study (desirable)

## **Knowledge/Experience:**

- Recent and relevant teaching of good lessons at Key Stages 3 and 4
- A track record of excellent student progress demonstrated by examination outcomes
- Good knowledge and understanding of English within the curriculum context and wider world.
- Ability to use data effectively to support student progress

## **Personal Attributes**

- Dedication to working hard
- Dedication to being kind

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



# Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

# Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



**Our Partnerships:** Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.



Dixons Academies Trust - A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation - A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham - Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.



# Recruitment Pack

Thank you for your interest!

**Ted**  
**Wragg** TRUST