



Recruitment Pack

Casual Supply Teacher
St James School

January 2025

Closing Date: 26/01/25

Interview Date: TBC

Ted
Wragg TRUST

Ted Wragg Trust



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



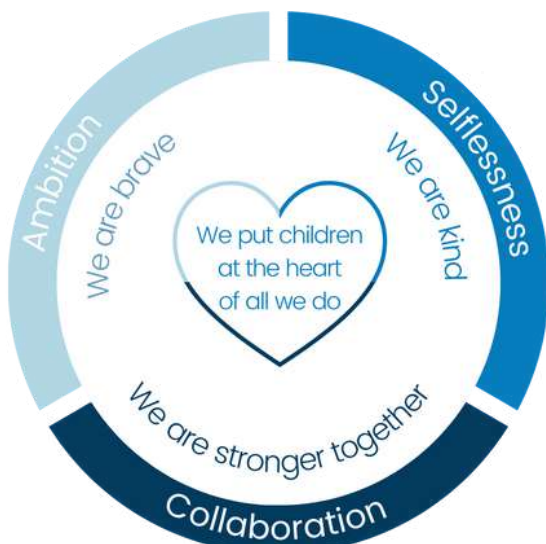
Welcome from the Ted Wragg Trust CEO, Moira Marder



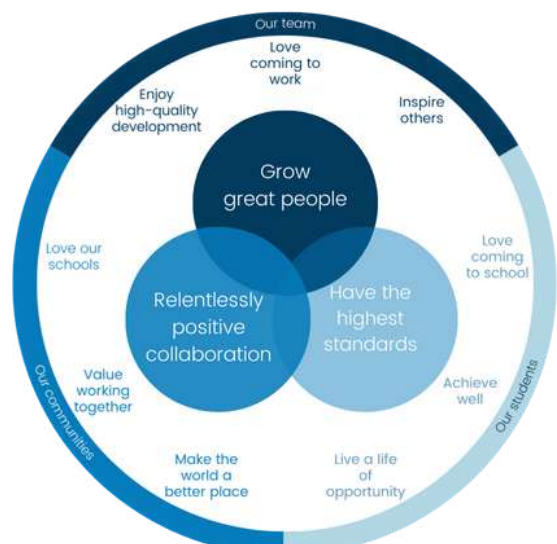
On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest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

We demonstrate our love through our values



How we will succeed





St James School

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.

Key Details

Job Title: Casual Supply Teacher

Location: St James School

Salary: £25.01 per hour

Closing Date: Sunday 26th January 2025

Interviews: TBC

Required From: As soon as possible

We are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. If you share our mission to have the best outcomes in the country by 2027, we would love to hear from you.



How to apply

If you would like an informal conversation about this role please contact our recruitment team at recruitment@stjamesexeter.co.uk

Please use the application form available on the Trust website to apply.



Casual Supply Teacher Job Description

Key purpose of the role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by providing a high calibre cover for teaching and learning for all our pupils, supporting our schools to challenge the educational and social disadvantage in the South West.

Your responsibilities

- Live our mission and values every day
- Provide a nurturing classroom and school environment that helps students develop as learners
- Ensure that pupils are actively engaged in pre-set work where this has been provided
- Adapt lesson plans where appropriate to support the continued learning for students in the absence of their regular teacher
- In conjunction with leaders and other teachers undertake regular assessments to monitor progress, set targets and monitor results
- Support the maintenance of accurate pupil data that can be used to make teaching more effective, where appropriate.
- Provide initial support and refer matters to the relevant colleagues to ensure exceptional progress and wellbeing of any individual or group of pupils
- Promote and maintain discipline in accordance with the rules and behaviour policy within the school Support pupils throughout the day by fulfilling pastoral responsibilities
- Consistently implement all trust policies and contribute to decision-making and consultation procedures
- Report any safeguarding concerns immediately to a designated safeguarding lead
- Carry out any other reasonable duties as requested by Headteacher or Line Manager

Your key objectives

To support pupils to:

- Love coming to school
- Achieve well
- Live a life of opportunity

To support colleagues to:



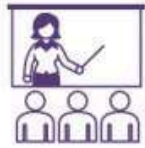

- Love coming to work
- Build high quality professional relationships with Trust networks
- Inspire others

To support communities to:

- Love our schools
- Value working together
- Make the world a better place



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



Person Specification

Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Relevant honours degree • Further CPD or relevant qualifications 	<p>Essential</p> <p>Desirable</p> <p>Desirable</p>
Experience	<ul style="list-style-type: none"> • Values driven • Strong teaching ability • Working in areas or school communities with high levels of SEND and/or deprivation 	<p>Essential</p> <p>Essential</p> <p>Desirable</p>
Key skills	<ul style="list-style-type: none"> • Able to fulfil all aspects of the role with confidence and fluency in English • Good subject knowledge • Understanding of the relevant curriculum area • Effective use of formative assessment • Adaptive teaching that challenges and supports all • Ability to receive and act on feedback • Commitment to safeguarding • Desire to develop yourself 	<p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
Values	<ul style="list-style-type: none"> • Ambitious: works hard, has the highest standards and is positive for the future • Selfless: is self-aware and emotionally intelligent to be able to support self and others to thrive. Works selflessly to support the Trust's mission and strategic priorities • Collaborative: builds strong relationships and networks 	<p>Essential</p> <p>Essential</p> <p>Essential</p>

This role is paid in accordance with ranges M1 – M3 within the teachers pay ranges based on the knowledge, experience and skills required of the post holder. There is no requirement for the post holder to fulfil the role of a post threshold teacher.



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 for a Headteacher joining our Trust to access leadership development, study tours and wider networks with some of the best schools, trusts and leaders across the country.





Recruitment Pack

Thank you for your interest!

Ted
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