



Class Teacher  
(Maternity Cover 0.5 FTE)

INFORMATION FOR CANDIDATES

[dolphinschoolbristol.org](http://dolphinschoolbristol.org)



## Class Teacher (Maternity Cover 0.5 FTE)

**Part-time (0.5 FTE, 2 ½ days per week), fixed term covering maternity leave to start in September 2022**

**MPS (£25,714 - £36,961) per annum + Health Cash Plan and Benefits package**

An exciting opportunity has arisen at The Dolphin School. We are looking for a fantastic teacher to work in our team. Applications are invited from high quality candidates to join an exciting and committed team at The Dolphin School.

We are looking to appoint a positive, hardworking, skilled and ambitious practitioner who wants to make a real difference to children's lives and is ready and able to take on a role teaching our children and working in harmony with staff, families and other key stakeholders.

### **Candidates for this post should be:**

- Passionate about how children learn best with a genuine belief that all children can succeed.
- An innovative practitioner who wants to be given the opportunity to develop ideas to drive forward learning.
- A confident professional, keen to share their knowledge and understanding with others.
- Able to demonstrate their resilience to cope with the daily challenges that working in a busy, successful inner city school can bring.
- Flexible, with a good sense of humour.

In addition the successful candidate will have a deep pedagogical knowledge of teaching and learning to help children realise their academic potential as well as an interest in the wider community that the school serves.

### **We can offer you:**

- A genuine opportunity to make a difference where it is needed.
- A fantastic community of children, parents and carers who deserve the best.
- An ethos in the school where creativity and innovation are valued.
- An amazing enquiry led curriculum 'Curiouscity' which uses Bristol and the community as the basis for learning.
- Well-resourced classrooms, necessary IT equipment and structured administrative support.
- A new purpose build building right in the city centre with excellent transport links (opened 24<sup>th</sup> April 2017).
- To join a wonderful happy team and have every opportunity to further your professional development and career with an excellent benefit package including; Wellbeing Health Cash Plan, Retail Discounts, ICT Loans, Professional Introduction Incentive plus others.

If you are hardworking, reflective, resilient, and looking to further develop your talents and skills at The Dolphin School then we would love to receive an application from you.

**We particularly welcome applications from under represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.**

**Closing date: Thursday 19<sup>th</sup> May 2022 at 9:00 Interviews: Thursday 26<sup>th</sup> May 2022**

*The Dolphin School is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff*





Venturers Trust is a dynamic and focused multi-academy trust based in Bristol, formed in September 2017 through the merger of CGS Trust and Merchants' Academy Trust. The Trust is responsible for eight academies, 3,500 pupils and 700 staff with a commitment to making a significant and lifelong difference to the lives of young people from some of Bristol's most disadvantaged communities.

The Trust is currently made up of five primary schools: Bannerman Road Community Academy, Barton Hill Academy, Fairlawn Primary School, The Dolphin School and The Kingfisher School; the all-age Merchants' Academy; Montpelier High School for girls aged 11-16, located alongside its sixth form, V6, for girls and boys; and Venturers' Academy, the first state-funded school in Bristol for students aged 4-16 diagnosed with Autism and with an EHCP. Our academies are happy, vibrant and exciting places to learn and work and are led by a team of talented, morally driven and committed Principals. A recent development is the launch of Venturers Trust institute which puts professional learning and instructional coaching at the heart of what we do.

The Trust is sponsored by the Society of Merchant Venturers and the University of Bristol.

The Society of Merchant Venturers (SMV) is a philanthropic organisation that works with and supports people and communities from the wider Bristol area through education, care for older people, charitable giving and social enterprise. In education, SMV's simple but highly ambitious vision is to transform the life-chances of students from the richly diverse set of schools within Venturers Trust, both during their educational journey and beyond. The Society's expertise in education spans more than four centuries and today, the commitment is practical as well as financial, with many of its members taking active roles in the governance of Venturers Trust and the wide range of schools within the Trust. SMV firmly believes there is nothing more important to the health of our communities than outstanding education and training in life skills for young people.

The University of Bristol ranks as one of the top 10 universities in the United Kingdom. It is actively involved in the governance of our schools. The university offers support in areas such as curriculum development, subject expertise, higher degree and research opportunities for staff at Venturers Trust. It also offers student mentoring and an innovative and inclusive programme for students as part of the university's commitment to widening participation and access to higher education. These activities include extensive support and opportunities for our Sixth Forms including scholarships, preferential offers of grades to gain a place, with the additional possibility of bursaries to support undergraduate degree studies.

Both sponsors seek to ensure that all our young people receive a truly inspiring education. Their hands-on support, challenge and expertise are greatly valued.



# Benefits of Working with Us

Venturers Trust is fortunate to be able to recruit and retain the very best staff. In addition to contractual entitlements such as annual leave and occupational pension, we recognise the important role our staff play by providing for them a range of benefits as well as flexible employment arrangements and a family-friendly approach.

Our current benefits (*for all staff on Venturers Trust contracts and working over 10 contractual hours per week*) include:

**WELLBEING HEALTH CASH PLAN** - A valuable Health Cash Plan that provides cover for routine healthcare such as dental check ups, eye tests, physiotherapy, and specialist consultations. Benefits for children of employees up to the age of 18 are included free

**EMPLOYEE ASSISTANCE PROGRAMME** - The EAP offers cover for employees and their immediate family members residing at the same address, including children in full-time education

**TRAINING AND DEVELOPMENT** - First class training and development opportunities are provided within the Trust, including an outstanding induction programme for newly qualified and experienced teachers.

**PROFESSIONAL DEVELOPMENT** – At least 5 Professional Learning days per year

**BICYCLE PURCHASE LOANS** - After having successfully passed the probationary period employees are eligible to request a Bicycle Purchase loan up to the value of £1,000 through the 'Cycle to Work' scheme

**ICT LOANS** - A loan repayable over a 2 year period as part of a Salary Sacrifice scheme

**RETAIL DISCOUNTS** – An extensive range of free goods/services and discounts available to staff

**INTEREST FREE SEASON TICKET LOAN** - The option to purchase a season ticket with an interest free loan, deducted from salary in monthly installments over a 12 month period.

**PROFESSIONAL INTRODUCTION INCENTIVE** - Payable following the successful completion of the probationary period of the new member of staff to the member of staff who made the introduction

*Further details of our employee benefits can be found on the Academy website.*





## Welcome to The Dolphin School

I am delighted to welcome you to The Dolphin School. We are a vibrant city centre school which sits firmly at the heart of its diverse community. We have an amazing brand new purpose built building which provides our children with an excellent place to learn and grow. Our rich and challenging curriculum focuses on using the local community to support our learning and our children regularly go into the community to find out more about the place they live in.

I am proud to lead a team who are committed to achieving high standards and providing the best opportunities for our children. We prepare children for lifelong learning giving them the skills and enthusiasm needed to pursue learning for the rest of their lives.

As a school we work closely with families, children, staff, governors, Trust and the local community to ensure that the values on which the school is founded on drive our development forward so that The Dolphin School offers children the strongest foundations for learning.

Shelley Flanagan  
Principal







## Living in Bristol

The Dolphin School is on the southern fringe of Bristol very close to the open fields of Bath and North Somerset and easy travelling distance from the city, country villages and further afield. Academy staff have an enviable choice of places to live within a city and region that is viewed as one of the areas with the highest quality of living in the UK.

Bristol is the largest city in the South West and the region's leading centre for business, culture and education. It has been the subject of a massive programme of investment and regeneration that has had a major impact on its retail, leisure and business facilities. The city has a long tradition of trade and engineering, and is also home to many of the newer financial services, creative and media industries. It is also close to some of the most beautiful countryside and coastal areas.

Bristol itself is a beautiful, vibrant and fashionable city. Its harbour, which weaves its way through the heart of the city is lined with restaurants, clubs and bars, museums, arts, science and media centres. The narrow winding streets, radiating from the water's edge, reveal elegant parks, squares and stunning architecture. Recently the city celebrated Brunel 200, the 200th anniversary of the birth of Isambard Kingdom Brunel, one of the most inspirational engineers of the 19th century and the person responsible for some of the great icons of Bristol's industrial heritage. Bristol is the 8th largest city in the United Kingdom with a population of over 400,000. Built on the confluence of the Rivers Avon and Frome, it has been in existence from well before the time of the Romans.



# Job Description

**Post:** Teacher

**Responsible to:** Principal

**Key Outcomes:**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING**

**A teacher must:**

**1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- analyse pupils' data and test/exam performance to inform planning and intervention.
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking within the agreed time, and encourage pupils to respond to the feedback.
- follow the Academy assessments reporting policies.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour for learning policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the Academy including co-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- plan with and deploy support staff effectively to engage fully in learning and progress.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.
- work with other professionals as needed e.g. speech and language, EP etc.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.



- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **PART THREE: PERSONAL TUTOR**

- To act as a personal tutor within the Year system or as a class teacher in Primary.
- To be responsible for the welfare and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group/class.
- To be responsible for the Academy's reward system within the tutor group/class.
- To meet regularly with the Head of Learning and attend year team meetings (secondary)
- To support inter-house activities as arranged by the Head of House.
- To ensure that pupils follow the Academy's uniform policy.
- To ensure that pupils follow the Academy's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

#### **Other duties and responsibilities:**

Carry out other duties that the Principal of the Dolphin School may reasonably request.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework

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# Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Good Honours Graduate with QTS or as required by the DfE</li> </ul>		<ul style="list-style-type: none"> <li>Application</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>A successful teaching record either as a trainee or experienced teacher</li> <li>Experience of working with students of all abilities in the age group for which trained</li> </ul>		<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Skills set as outlined in the Teachers' Standards</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding subject and curriculum knowledge</li> <li>Evidence of significant progress and outcomes for children</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>Assessment</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Commitment to continuing personal and professional learning development</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Professional Learning relevant to the role</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>
<b>Leadership Skills and Values</b>	<ul style="list-style-type: none"> <li>Ability to inspire, motivate and challenge students</li> <li>Commitment to the pursuit of excellence in educational standards</li> <li>Ability to communicate effectively with colleagues, students, parents and external agencies</li> <li>Commitment to and promotion of co-curricular opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of high level co-curricular activities</li> <li>Potential for further leadership role</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>Assessment</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Demonstrate good subject and curriculum knowledge including the national curriculum</li> <li>Know how to secure outstanding progress and outcomes by students adapting teaching as needed</li> </ul>		<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>Assessment</li> </ul>
<b>Student Involvement</b>	<ul style="list-style-type: none"> <li>Commitment to student involvement</li> <li>Personal commitment to listen to student voice</li> <li>Focus on individual student's needs and development of independent learning</li> <li>High expectations of students</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of student involvement</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>Assessment</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Flexibility to cope with diverse needs of the post</li> <li>Resilience to work under pressure</li> <li>Positive, tenacious and optimistic</li> <li>Ability to quickly establish positive relationships with students, staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>Initiative and ability to create new processes and practices to raise standards</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>Assessment</li> </ul>

# HOW TO APPLY



**Closing Date for Applications: Thursday 19<sup>th</sup> May at 9:00.**

**Interviews: Thursday 26<sup>th</sup> May 2022**

**We will be offering the following tours of the school:**

**Wednesday 11<sup>th</sup> May at 4pm**

**Monday 16<sup>th</sup> May at 9.30am**

**Please call the school on 0117 9240517 or email [info@dolphinschoolbristol.org](mailto:info@dolphinschoolbristol.org) to sign up for a place.**

**Start Date: 1<sup>st</sup> September 2022**

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification. Please state on the form if you have a preferred key stage/year groups.

An Application Form is available in electronic format at [venturerstrust.org](http://venturerstrust.org) and should be returned electronically along with the Equality Monitoring Form by following the instructions at the [Work with us](#) section of the Academy's website.

Send your completed application form and any questions you may have to [recruitment@venturerstrust.org](mailto:recruitment@venturerstrust.org)

**Please note due to the expected volume of applications it may not be possible to acknowledge and respond to all applicants.**

# SAFER RECRUITMENT IN EDUCATION



Venturers Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work. The aims of our Safer Recruitment procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

## Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification which will include a specific reference to suitability to work with children.
- A Venturers Trust Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

## Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- Whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

## Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

## Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.