



Job Application Pack

Langley Mill Academy Teacher



Full time: Permanent

Salary: Qualified Teacher scale MP1-MP6

Closing Date: 12 noon Monday 19th April 2021

Interview Date: Friday 30th April 2021



Welcome from the Chief Exec



Dear Candidate

Thank you for showing an interest in joining our team at Djanogly Learning Trust. We have a simple shared mission here at Djanogly – to make a difference to the lives of our children and their families.

Children at our established academies are leaving well prepared for the next stage in their learning. End of key stage achievements are in line, above or rapidly catching up with national averages. Children make great progress in our academies, both in terms of academic achievement and in their development as future citizens. Our children are engaged and keen to learn, they are polite and supportive towards each other. Visitors to our academies always comment on the warm welcome and the calm atmosphere.

Where newer academies have joined our Djanogly family it's because they share our commitment to our children and communities as well as our drive to be the best we can be.

As professionals, we know that this doesn't happen by accident. We are committed to providing high quality support to all our staff, whatever their role. Our continuous professional development strategy is called 'Journey to Excellence' and through this, we ensure that everyone has opportunities that are unique to them.

A recent Ofsted at one of our primary schools states:

"The journey to excellence ethos permeates all aspects of the school...Staff are extremely positive about this approach and said that it helped them to improve"

This is a tremendous opportunity to make a difference and to be part of a dynamic and innovative staff team. We look forward to receiving your application and working with you on your own professional journey to excellence.

Best regards



Liz Anderson
CEO
Djanogly Learning Trust



March 2021

Letter from the Head of School

Langley Mill Academy is an ambitious school where children are valued and placed firmly at the heart of everything we do. Everyone is committed to making a difference for the children and families in our community.

Making a difference at Langley Mill Academy really does mean just that. Our children are fantastic and the job satisfaction that you have from working with them and being part of our community is enormous. We have a constant drive to improve so that everyone, children and adults alike, can succeed.

People ask me why they should work at Langley Mill. My message is clear: at the end of each day you know that you can go home, having worked hard, but really know that you have had a big impact on the lives of our children and their families. You have made a real difference.

We set high expectations of ourselves and our team but your career development and professional worth is huge and much greater at Langley Mill than in other schools. In addition, being part of a growing group of academies brings many more opportunities for professional growth.

We serve a diverse community in Derbyshire, where we embed values for Life in Modern Britain of democracy, rule of law, individual liberty, mutual respect and tolerance in our academy.

At Langley Mill we strive to eliminate barriers to learning, enabling children to feel safe and secure in a vibrant, high-quality learning environment.

We recognise that this takes everyone working as a team, united in striving to give our children the best possible education.

If you are considering joining us then please take the time to come and visit us to see for yourself why we think Djanogly primary academies are the best.

I look forward to reviewing your application form and possibly meeting you in the near future.

Kind regards

Fiona Cook
Head of School

September 2020

Application Details

Teacher September 2021

Application Details

We are looking for a creative and enthusiastic Teacher to join our team here at Langley Mill Academy. We need professionals who are committed to providing a creative curriculum, which supports all children to learn effectively. Everyone who visits us comments on the calm atmosphere, the enthusiasm our children have for learning and the great sense of team amongst staff and children alike. This is a 'Good' school that values every individual and puts our children at the heart of everything we do.

We have a strong ethos of continuing professional development across every team at Djanogly Learning Trust. Leaders know that children succeed because of the commitment, knowledge and professionalism of our team who provide high quality learning experiences.

We need teachers who:

- have high expectations for themselves, colleagues and all children
- are committed to providing high quality, creative learning experiences for all
- have excellent communication skills
- have a strong belief in positive behaviour management
- are innovative and creative
- know that we are all learners and are committed to continued professional development
- have a good sense of humour (it helps!)

Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to Djanogly Learning Trust, which clearly demonstrates your suitability for this role. Applications can be submitted via email to c.ocallaghan@lma.djanogly.org with Teacher Application in the subject line, or by post, for the attention of Carolyn O'Callaghan to the following address:

Langley Mill Academy
Bailey Brook Crescent
Langley Mill
Nottinghamshire
NG16 4FZ

Application forms

These can be downloaded from the Eteach website www.eteach.com a link to the Eteach site can also be found at www.djanogly.org/vacancies Wherever possible, please provide email addresses for your referees.

Closing Date

Please ensure your application form arrives by 12.00pm of the closing date Monday 19th April.

Interview

Interview for the role will be held on – Friday 30th April.

General Data Protection Regulation

Our privacy notice can be found at www.djanogly.org/privacy-notice.

Safeguarding and Child Protection

Djanogly Learning Trust is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. All new staff with the Trust will be subject to an enhanced DBS check and all other safeguarding requirements in accordance with DfE legislation.

Senior leaders are all accredited Designated Safeguarding Leads who staff should refer any safeguarding concerns to straight away. All members of staff will receive training in line with our Safeguarding and Child Protection Policy.

Equal Opportunities

Djanogly Learning Trust welcomes enquiries from everyone and values diversity in our workplace. A commitment to promoting diversity and developing a workplace environment where all staff are treated with dignity and respect is central to our recruitment process.

Djanogly Learning Trust

Job Description

Djanogly Learning Trust Vision

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

Job title	Teacher
Hours and weeks	37 hours per week, 195 days per year, term time

Djanogly Values

Employees who demonstrate a commitment to our core values of Excellence, Resilience and Innovation will:

- Embody the belief that every child has the right to an excellent education and constantly strive to give every child the best opportunity to succeed and prosper through their contribution to the Trust
- Recognise and demonstrate the importance of working hard, showing resilience and paying close attention to detail to ensure every child achieves their best.
- Strive for excellence by demonstrating a commitment to innovation, engaging in CPD and constantly striving to improve provision and outcomes for pupils.

Djanogly Behaviours

Employees will demonstrate their professionalism and promote a positive culture by:

- Behaving in a professional manner at all times
- Developing professional working relationships with all colleagues and stakeholders, showing understanding and mutual respect in all aspects of their role
- Taking personal responsibility by paying attention to the small things to intercept issues before they become a larger problem
- Resolving any issues in a professional, calm manner, seeking support where necessary and always demonstrating kindness and respect for others
- Starting and ending the day with the same emotional constancy with every interaction.

Job Purpose:

This job description is taken from the agreed DfE Teachers Standards September 2012.

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.

Job Responsibilities:

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 pupil's attainment, progress and outcomes
 - be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these
 - 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 pupil's 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 across the whole curriculum
 - when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - when 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 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 pupil's 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 pupil's 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 pupil's progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
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 school, in accordance with the academy's behaviour 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 pupil's 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
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupil's achievements and well-being.

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.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the 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 pupil's 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.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the academy and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Djanogly Learning Trust General Requirements:

Policies and procedures

You will comply with all policies and procedures at all times which include:

- ensuring the safeguarding of young people by adherence to the child protection and safeguarding policies.
- ensuring all equality, diversity and health and safety requirements are upheld in the performance of your duties.
- ensuring you comply with the Trust's Staff Behaviour policy, including outside of work where applicable.

Professional Development

- You are required to undertake professional development as part of your job description. This includes contributing to regular 'check ins' and Journey to Excellence reviews with your J2E reviewer, proactively seeking professional development to improve your performance.

This job description is not a complete description of the role, as you are required to undertake any other reasonable duties as directed by the academy leader and the leadership team.

Djanogly Learning Trust

Person Specification

In order to be considered for interview all essential criteria must be met.

JOB TITLE	Teacher
------------------	---------

Requirements	Essential	Desirable	Short listing criteria
Qualifications			
Good honours Degree	X		X
Qualified Teacher Status – degree or equivalent	X		X
Masters qualification		X	
Experience			
Experience in the year group or subject area required	X		X
Experience of teaching in a diverse range of settings	X		
Experience of contributing to extra-curricular programmes		X	
Experience of working with pupils with SEN needs	X		
Skills			
Excellent teaching skills with clear communication to set goals and pupil expectation	X		
An ability to use your own initiative	X		
Excellent skills in the ability to use ICT programmes for teaching and learning and for data management and record keeping	X		
Personal Qualities			
Belief in the values and behaviours of DLT	X		
Sensitivity, flexibility and a sense of humour	X		
A positive and flexible approach, open to challenges	X		
Evidence of continuing professional development	X		
Commitment to equal opportunities and diversity in the performance of duties	X		
The application form should demonstrate accurate and correct use of English language			X



Overview of the Trust

Djanogly Learning Trust is a dynamic Multi Academy Trust based in the East Midlands. Our Trust group is committed to providing high quality education for all our children, regardless of their backgrounds. Our track record demonstrates our ability to deliver on our core purpose; achievement for every child. Our portfolio of schools serve a range of communities, all have their challenges but all are fully inclusive and firmly believe that where a child starts out in life should not determine what they can achieve in their lives.

Our values are central to the strong, positive ethos that we share throughout our family of schools. This approach focusses on securing success for all our learners and providing them with the very best life opportunities. We believe nothing is more important than making a difference for our children.

We are proud to bear the name of our founding sponsor Sir Harry Djanogly. Sir Harry is a great supporter of education and the arts, his textile business was based in the East Midlands and he remains committed to the region despite now living in the capital.

Our Vision and Ethos

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

Innovation

We believe it's vital to look for new and creative approaches in order to maintain our ongoing commitment to improving our teaching and learning provision. We strive tirelessly to achieve the best, are not afraid to take risks and are never complacent. All of our staff are actively encouraged to look for improved ways of working and to promote an atmosphere of trust.

Resilience

We believe it's crucial for both children and adults to develop a strong sense of self in order to succeed in challenging times. Our mission is to ensure that our children and staff have the independence to work things out for themselves, the confidence to ask for help when they need it and the courage to never give up.

Excellence

We believe that everyone deserves to experience excellence. Our organisation is ambitious and we endeavour to support all our children and staff to reach their full potential. We commit to delivering high quality professional support at all levels as part of our journey to excellence. By providing this excellence in teaching and learning, we ensure that all our children have the necessary knowledge and skills to succeed.

Achievement

Learning is at the very heart of everything we do. We believe that academic success provides the foundation that allows all children the opportunities to make the most of their lives and the opportunities available to them.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and we constantly strive to provide every child with the very best educational experiences.

Should a child require additional support, a range of services are available to ensure every child's success, whatever their individual educational needs.

Djanogly City Academy



Originally one of the first City Technology Colleges in the country, DCA is a 7-form entry secondary school in Nottingham. It is based across two sites 5 minutes apart; Sherwood Rise site for years 7-8 and Gregory Boulevard site in Hyson Green for years 9-10-11. Judged 'Good' by Ofsted in 2018 it has been in the top 10% for Progress 8 scores for the last 3 years.

Djanogly Northgate Academy

Northgate is a 2-form entry primary school in New Basford, Nottingham and a founding member of Djanogly Learning Trust in 2011. A popular and over-subscribed school where everyone is valued, they have been judged consistently 'Good' since 2009.



Djanogly Strelley Academy



Strelley is a 2-form entry primary based to the north of Nottingham. It has gained a strong reputation locally for its support for some of our most vulnerable children and their families. It was judged 'Good' in 2017 and strives to be a school where everyone is recognised, welcomed and respected.

Djanogly Sherwood Academy

Sherwood shares our Sherwood Rise site with DCA. It is a 2-form entry primary with provision for children from 2 to 11 years. It was established in 2014 to provide high quality education provision for the growing local community. Judged 'Good' in 2018 it has strong support from its diverse community where everyone belongs.



Springfield Academy



Springfield is a single form entry primary in Bulwell, north Nottingham. The school moved to a fantastic new building in 2017, with improved resources and environment for all the children and particularly the youngest. Springfield knows that success comes through cooperation; we do better working together.

Langley Mill Academy

Langley Mill is a 3-form entry junior school in Langley Mill, Derbyshire. It has recently expanded from 2-form entry to cope with a rising demand for places at this popular community school. Langley Mill's motto is 'Live Laugh Learn' and they do plenty of all three.



Laceyfields Academy



Laceyfields is a small infant school in Langley Mill, catering children from 3 to 7 years. They joined the Trust in 2019 to ensure that their children could benefit from being part of something bigger. This has helped them to provide an even broader range of opportunities to achieve their ambition to 'Help Little Minds Grow'.

Kensington Junior Academy

Kensington is a 2-form entry junior school in Ilkeston, Derbyshire. They actively promote a culture where children care for themselves and each other, for their school and their community, and where they can develop as happy, responsible and self-disciplined members of society.





Rationale - Our Curriculum at Langley Mill Academy

At Langley Mill Academy we believe that our children need a curriculum that promotes ambition and aspiration, through purposeful and rich experiences that broaden their perspective on life.

We know that our children need a curriculum that embeds knowledge, expands vocabulary and captures their imagination. We ensure that our curriculum provides the vital inspiration and challenge to give our children the confidence to choose and own their future.

Our curriculum allows children to retain knowledge and vocabulary. It is carefully designed so that children can build on knowledge and skills learned and use them in the next stage of their education.

We have tailored the implementation of our curriculum to ensure that it meets the needs of all learners whatever their starting point may be. We recognise that some of our children have significant barriers to learning, whether they be physical, emotional, social or cognitive and we work hard to ensure that these barriers are removed or their impact lessened.

We ensure that all children gain a wealth of experience beyond their learning in the classroom. We want our wider curriculum to inspire children to want to learn more, to provoke curiosity and to create experiences that are memorable.

Our intention:

At Langley Mill Academy we believe our children should learn about the world that they have come from (Values), the world around them (Journeys) and their local community (Origins). We aim to prepare them for the next stage of their education so that they are competent and fluent readers, writers and mathematicians. We want our pupils to know about themselves, their own bodies, their own feelings and their own health and we do this through our RSHE curriculum.

We teach our children the National Curriculum through discrete subjects and through three themes:

Values – Journeys – Origins

Each year group has a different theme within our three broader themes. Learning gradually builds on these themes over the four year groups in Key Stage 2:

Values – Y3: Invaders and Settlers, Y4: Romans, Y5: Ancient Greeks, Y6: Britain during WWII

Journeys – Y3: Around the World in 80 Days, Y4: How the world we know today was changed by explorers, Y5: To Boldly Go, Y6: An Unexpected Journey

Origins – Y3: Robin Hood – myth or legend? Y4: What happened in Tudor Derbyshire? Y5: What was Victorian Langley Mill like? Y6: Which is the most important valley in the world – the Nile or the Derwent?

Implementation

English and mathematics are taught daily.

Children take part in themed reading sessions three times a week and listen to the class novel five times a week. Individual reading is also completed – the frequency is based on a needs basis. Phonics, where needed, is taught daily via targeted interventions. Spelling is taught weekly.

Dedicated lessons in PE and BSL are taught twice a week, RE (following the Derbyshire Agreed Syllabus) and RSHE once a week. Science is taught as a block each term and computing for an extended lesson once a fortnight.

The three broad themes teach the skills and knowledge of the history, geography, design and technology, music and art curriculum. These topics have links to Values for Life in Modern Britain, outdoor learning, the Djanogly Dozen and offsite learning.

Theme days are marked and celebrated each term such as Communities day, online safety, 'Show Racism the Red card', Anti-Bullying and Children in Need.

Impact

Our aim is that our children leave Langley Mill Academy completely ready and prepared for the next stage of their education. This will be evident in several ways:

- attainment and achievement outcomes
- standard of learning in books
- pupil voice
- destination data
- attendance data
- behaviour data



About the Academy

Situated on a Derbyshire, Nottinghamshire border our junior school joined the Djanogly Learning Trust family in January 2018.

At Langley Mill we have high expectation of our children, instilling within them core values of respect, hard work, good behaviour and a passion for learning and future aspirations. Our Live, Laugh, Learn mottos help us all remember the six 'We are' statements:

Live – We are respectful and safe.

Laugh – We are caring and friendly.

Learning – We are enthusiastic and responsible.

We are also part of the Aldercar Family of Schools and are committed to join working to help support and raise aspirations, progress and attainment of our children.

In return we offer you:

- A fully supportive team of professionals to work with
- A positive working environment where everyone is valued
- An environment where good behaviour and good manners are a priority
- A commitment to continued professional development for all
- A real commitment to work-life balance.