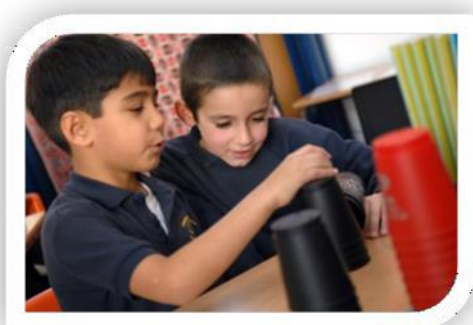




Birstall
Primary
Academy

focus-trust
● ● ● ●

Appointment Information Pack



Vacancy	Class Teacher (Fixed Term contract)
Location	Birstall Primary Academy
Start date	September 2022
Closing date & time	Thursday 16th June 2022 @ 4pm
Salary	Dependent on Experience
Return application to	Birstall Primary Academy, Chapel Lane, Birstall WF17 9EJ Or email birstall@focus-trust.co.uk

Welcome from the Academy Principal

Thank you for requesting an application pack for the advertised vacancy.

Birstall Primary Academy is a small school, right at the heart of the community and we pride ourselves on the rapid improvements that have been made in the last few years. Our growing reputation has meant that numbers have risen dramatically over recent years- a testament to our committed and energetic staff team and our high standards.

Children are at the heart of everything we do- from decisions about the curriculum – they have helped shape the topics they are taught. Pupil Voice helps us to make decisions about the effectiveness of our school.

Allowing our children to have their say is fundamental to the ethos of the school and one of the reasons our children feel so happy and valued. We are an energetic and vibrant school that places great emphasis on achieving the highest standards possible. Our care and concern for the well being of our young learners combined with great teaching and learning is ensuring that standards continue to rise. We received 'Good' in all categories in our most recent OFSTED inspection.

We never rest on our laurels and are always trying to find ways to make learning more exciting and meaningful for the children in our care, helping every child reach their full potential. We have been praised for our inclusive approach and our commitment to the individual child is evident to every visitor walking through the door. We are going from strength to strength and would welcome you should you wish to join us in making a strong contribution to the future success of our school.

Jayde Weir
Interim Principal

Specific duties relating to this post:

In the first instance, fixed term Class Teacher post covering a secondment.

Timescales:

Closing date for applications:	Thursday 16th June 2022 @ 4pm
Shortlisting:	Friday 17th June 2022
Interviews:	Week commencing 20th June 2022

Academy details

Address	Birstall Primary Academy
Telephone	01924 471372
Email	birstall@focus-trust.co.uk
Website	www.birstallprimaryacademy.co.uk

Job description

Introductory statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the most recent version of the Teachers' Standards.

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, colleagues and external agencies in the best interests of their pupils.

Purpose of the role

To ensure all pupils achieve high standards of learning and well-being.

Main duties

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
- Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- 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.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and 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.
- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set and assess homework and plan other out-of-class and enrichment 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 review, design and provision of an engaging curriculum.

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.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- 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.

Make accurate and productive use of assessment

- Undertake formative, summative and statutory assessments in line with the Academy's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Prepare and present written and verbal reports for parents and carers.

Manage behaviour and resources 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, around the academy and when learning off-site, 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 pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Ensure the learning environment is kept well ordered, tidy and free from hazards.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the Trust and in other maintained schools.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Lead an area or strand of school improvement (excl NQT).

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 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 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; and
- 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 and the Trust, 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; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

General

The post holder will:

- Be expected to actively support work and values of the Focus-Trust;
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Comply with the requirements of all policies, procedures & handbooks of the Focus-Trust and individual academy.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all requirements related to equal opportunities and safeguarding children.

RESPONSIBLE TO: Principal

Person specification	Essential	Desirable
Qualifications and training		
Qualified teacher status	✓	
Further Evidence of Professional Development		✓
Experience		
Successful teaching experience within the primary age range	✓	
Successful experience of supporting children with SEND		✓
Successful experience of supporting EAL learners		✓
Effective behaviour management strategies	✓	
A proven track record of teaching leading to good pupil progress	✓	
Ability to reflect on practice and improve teaching methods to increase pupil's achievements	✓	
Experience as a subject coordinator		✓
Professional knowledge		
Up to date knowledge in the primary curriculum	✓	
Ability to use strategies needed to establish consistently high aspirations and standards of results and behaviour	✓	
Knowledge and understanding of approaches to team-building and professional development	✓	
Skills		
Able to play a full and active role in a team	✓	
Clear understanding of expectations, accountabilities and consistency	✓	
Aligned with the Trusts values	✓	
Motivated to continually improve standards and achieve excellence	✓	
Commitment to the safeguarding and welfare of all pupils	✓	
Excellent classroom practitioner	✓	
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward	✓	
Excellent communication, planning and organisational skills	✓	
Personal qualities		
Moral purpose (Equality, children and adults treated with respect)	✓	
Excellent communicator (Listening, putting a message across)	✓	
Child centred	✓	
Integrity, loyalty and sensitivity	✓	
Commitment to own personal development and training	✓	

About our Academy

Academy vision

Our vision is for Birstall Primary Academy to be a centre of excellence, at the heart of the community and to be the first choice for education in the area. We will lay the best possible foundations for each child to reach their full potential.

We promise our pupils we will:

Keep you safe
Listen to you
Treat you fairly
Make learning fun
Help you
Recognise your efforts
Be there

We promise our parents we will:

Nurture your child
Be welcoming and approachable
Communicate regularly
Provide an excellent education
Meet each child's individual needs
Involve you
Be there



Our Curriculum

Learning experiences at Birstall Academy are matched to the needs of the children and we are ever mindful of the changing world that they will become such a big part of in the future.

The National Curriculum and the Early Years Foundation Stage Curriculum is delivered through vibrant, thought provoking themed experiences. We capture the interests of our children through pre learning assessments where they tell us what they want to learn believing that they should play a part in curriculum design.

Learning experiences are provided both in and out of the classroom and we place great importance on developing life skills and giving our pupils opportunities to experience activities they would not normally have access to.

Enrichment time focuses on building skills in areas such as gardening, cooking, touch-typing and fitness and we even teach everyday skills such as ironing, sorting washing, sewing and changing plugs!

We are proud of our curriculum and how it both meets the needs of our learners and equips them for life.



Our extra-curricular activities

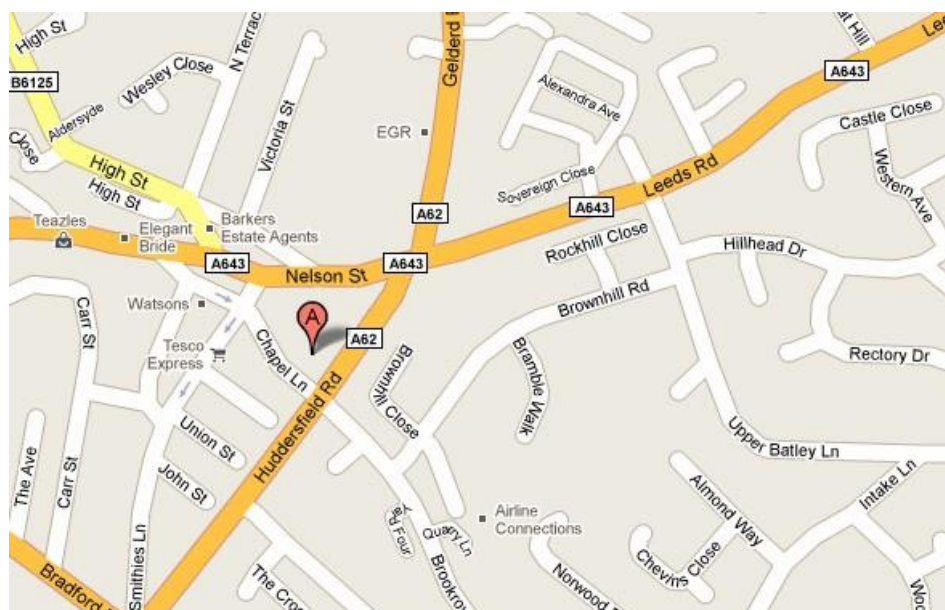
We have a before and after school club called BASE which operates from 7.30am in a morning and until 6pm at night.

We also have various sports and activity clubs running throughout the year such as rugby, football and dance.

Academy Quick Facts	
Type of school	Primary
Age range	4-11
Location/LA	Kirklees
Number of children	201
Number of teaching staff	9
Number of support staff	16
% Pupil premium	29%

Our geographical area

We are situated in Birstall which is easily accessible from the main roads coming from Huddersfield, Bradford or Dewsbury and the M1, M621 and M62 motorways.



Please scan the barcode below to access our website:



About The Focus-Trust

Introduction

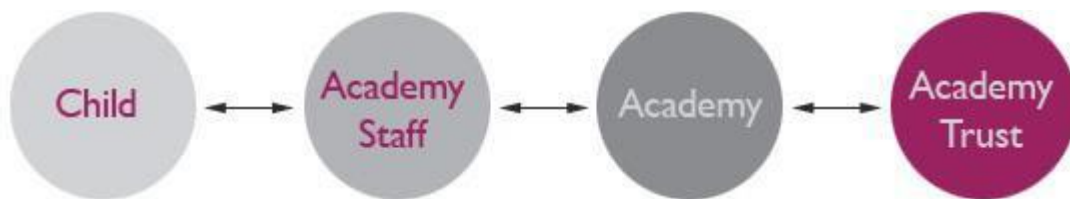
The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however their line managers are the leaders of each academy. Each academy has its own local governing body. Further details about the Focus-Trust can be found at www.focus-trust.co.uk

The over-arching ethos and drive of the Focus-Trust is outlined below. This information is broken into sections:

Commitment

Determined to provide an excellent education, we are driven to ensure that all children receive the best. It is the responsibility of every member of staff, every governor and every trustee to uphold our commitment - *'Learning together, making the difference'*.

The four circles under our logo remind us that our commitment is for everyone involved in the Focus-Trust, i.e. only by working together can we achieve the best for every child.



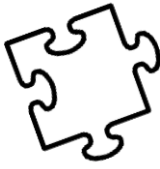
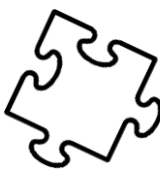
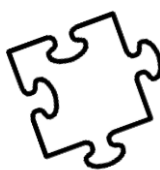
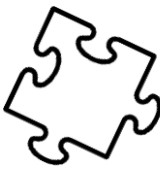
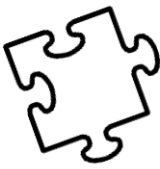
Values

Professional honesty is at the heart of everything we do. The Trust knows the academies well because of the strong working partnership between academy leaders and the Trust team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by the following values:

- **Care** for children, adults and the learning environment.
- **Share** expertise and best practice for the benefit of all learners
- Be **fair**, honest and inclusive – demonstrating integrity
- **Dare** to do things differently and have a go

Charter

The Focus-Trust Commitment is exemplified through our Charter which outlines the expectations for everyone. The Charter can be seen like pieces of a jigsaw that fit together to ensure that we get the best outcomes for every child. There are five pieces to the Charter jigsaw.

1. We expect **leaders** (including governors) to:
 - be ambitious for the success of the academy and the Trust, showing relentless determination;
 - model effective behaviours and values;
 - ensure that teaching maximises progress;
 - hold staff to account for their practice and the outcomes the children reach;
 - take responsibility for the success of the academy and the Trust;
 - strategically deploy resources to maximise progress;
 - challenge, support and develop people;
 - work with integrity and respect;
 - value diversity and equality;
 - work in partnership with the community; and
 - value both effort and excellence.
2. We expect **parents and carers** will:
 - ensure that their child has excellent attendance;
 - ensure that children arrive at school on time and are collected on time;
 - support their child with home learning;
 - attend meetings with their child's teacher; and
 - support the work of the school.
3. We expect **teaching** and the **curriculum** to:
 - challenge, excite and engage;
 - be based on prior assessment in order to be appropriately pitched and differentiated for all children;
 - provide well targeted feedback which leads to action and improvement; and
 - embed secure basic skills which are used and applied.
4. We expect **staff** to:
 - take responsibility for pupil outcomes;
 - demonstrate high expectations of behaviour, personal development and academic progress;
 - create safe and secure learning environments where children feel secure to make mistakes and have a go;
 - value and reward both effort and excellence;
 - model respect and tolerance;
 - have a go and try new things;
 - enjoy working with children;
 - want every child to be the best they can be;
 - adopt an aspirational, no excuse, approach to their work;
 - ensure learning is challenging for all pupils;
 - ensure that parents and carers are treated as partners in learning;
 - be proactive, take responsibility and keep up to date; and
 - make a difference to the academy.
5. We expect **CPD** to:
 - be well matched to need;
 - be of high quality;
 - be differentiated (where relevant);
 - lead to action and improvement;
 - challenge thinking and learning; and

- provide excellent value for money.

Outcomes

By securing our commitment we will ensure that our children:

- achieve well;
- feel safe and secure to take risks and make mistakes;
- want to improve and know how to improve;
- have high aspirations and be ready for the next steps in learning and life;
- have high expectations of self;
- are independent, resilient and respectful of self and others;
- are tolerant and open-minded;
- are happy and confident;
- have independent and collaborative learning skills;
- are proud of their community and their role in it; and
- are proud of their community and know how to contribute to it.

Before making an application

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

Equality of opportunity

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

The Focus-Trust is committed to the safeguarding and promoting of welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

The Focus-Trust and the academy have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

Making an application

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact the Principal for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile – no longer than 2 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Return your (i) application form, (ii) knowledge and skills profile, and (iii) equal opportunity monitoring form by the closing date and time.

Completion of application

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

Short listing

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

Person specification

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Previous employment section

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Declaration – relatives and other interests

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

Equal opportunities monitoring form

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements. Please note that this form is not seen by any members of the shortlisting or appointment panel.

**Thank you for taking the time to read this information pack.
We wish you every success in any application you may make.**