



Class Teacher Information Pack

The Mead Academy Trust
Hackett Place, Hilperton, Trowbridge
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www.themeadtrust.org

Welcome

We would like to extend a warm welcome to you as you consider embarking on your journey within one of our schools. As a community, The Mead Academy Trust values the contribution every member of our team brings to our schools; this makes them a happy and harmonious place to work and learn.

Our positive reputation reflects our drive to Shape Inspirational Learning for our children, right from the start. The enriched curriculum we offer provides exciting learning opportunities, which extend beyond the classroom to engage and inspire inquisitive minds.

It's our aim to meet the needs of each child individually and we provide the resources and the staff to achieve this. Our dedicated team is committed to providing a wonderfully creative learning environment to fascinate every child.


Our role as a Teaching School is inextricably linked to that of our schools. It's at the heart of the development of our Trust and ensures outstanding opportunities for professional learning and leadership development. We have a strong emphasis on evidence based practice and encourage all practitioners to be resourceful.

We are currently unable to support visits to our schools. We have put the following information together to try to give you a real 'feel' for our ethos, vision and values. Please take time to read this along with the content of our school's and Trust websites. If you would like to discuss the content further or find out more about the class teacher roles available please do not hesitate to contact us.

We hope that you feel The Mead Academy Trust could be your next professional home.

With kind wishes.

Lyssy Bolton, CEO of The Mead Academy Trust



An introduction to The Mead Academy Trust



The Mead Academy Trust became an Academy Sponsor in 2014 and subsequently opened Castle Mead School, a new provision primary school with nursery in Trowbridge, and took on the running of River Mead School and nursery in Melksham.

The journey to securing outstanding leadership and learning across all of our schools is exciting. It is a genuine shared endeavour. Our talented and experienced team is working together highly effectively across sites, and drawing on each other's strengths to shape inspirational learning for all of our children.

The Mead Academy Trust is an organisation characterised by optimism, excellence and creativity. We love to share good practice and to continue to learn and challenge each other.



**"I am proud of how hard everyone works to give children the best experience possible of school.
So much care and thought goes into supporting children to be the best they can be and children are genuinely at the heart of what our Trust is about"**

Staff Opinion Survey respondent, January 2021

Our schools: Castle Mead School

Head Teacher

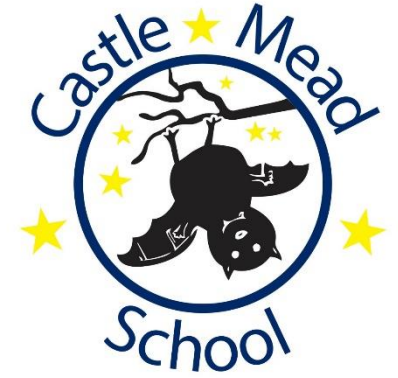
Mrs Emma Larkham

Deputy Headteachers

Mrs Gaby Simons

Mrs Harriet Phillips

Mrs Helen Tate



Castle Mead School was built in 2014 as a new school for the Castle Mead estate. The school continues to grow in size and when full there will be two classes in each year group with over 400 children on roll. There is a Resource Base providing specialist support for children with a range of complex needs. The school has a good community feel and staff pride themselves on supporting children to be effective citizens in school and wider society. The school offers an exceptional learning environment, including specialist music and technology rooms, and group learning rooms. The Early Years classes have access to enclosed outdoor play areas that can be used all year round. The school also has extensive grounds and following the completion of the extension in 2017 these were landscaped to provide a fantastic outdoor space, which now includes a trim trail. Children grow their own fruit and vegetables and have chickens as part of the school environment.

The school was delighted to be judged Good in all areas by Ofsted in its first inspection in June 2017.

Castle Mead is part of 'The Harbour Programme' which supports children with SEMH needs through in- and outreach provision. You can find out more at [.](#)



Our schools: The Mead Primary School

Headteacher

Mr Mark Stenton

Deputy Headteachers

Mr Nigel Andrews

Mrs Becs Millard

Mrs Theo Gaines



The Mead is a happy, vibrant place where children are enabled to dream, strive, achieve and celebrate. It is situated across two sites on the outskirts of Trowbridge; a larger site with 14 classes and a Nursery in Hilperton, and a smaller setting with four classes (including a pre-school provision) in Wingfield village. There are extensive grounds on both sites, which include wildlife areas, trim (agility) trail, pond, fruit and vegetable gardens. These are used extensively to enhance approaches to teaching and learning.

The friendly, energetic and professional staff work together to establish a happy, popular school community. They take pride in offering a rich and vibrant curriculum with specialist teachers in music and PE, as well as early language learning for all years.

In the school's role as a Teaching School, it provides support to other schools, including a wide range of high quality professional development, from which our staff benefit. The career progression for staff is well-recognised, supporting initial teacher training through to roles at a leadership level.



Our schools: River Mead School

Head of School

Mrs Karen Austin

Deputy Headteachers

Miss Louise Harrison



River Mead School is currently a single entry primary and nursery school with provision for 2 year olds upwards with an average NOR of 245. The proportion of disadvantaged pupils eligible for the pupil premium funding is well above the national average, as is the proportion of pupils who have special educational needs and/or disabilities. The school has a 20-place Resource Base providing specialist provision for pupils with a range of complex needs; these children spend time with their peers in mainstream when appropriate. There is a wide range of outdoor spaces, gardens and playgrounds including a multi-functional all weather activity pitch.

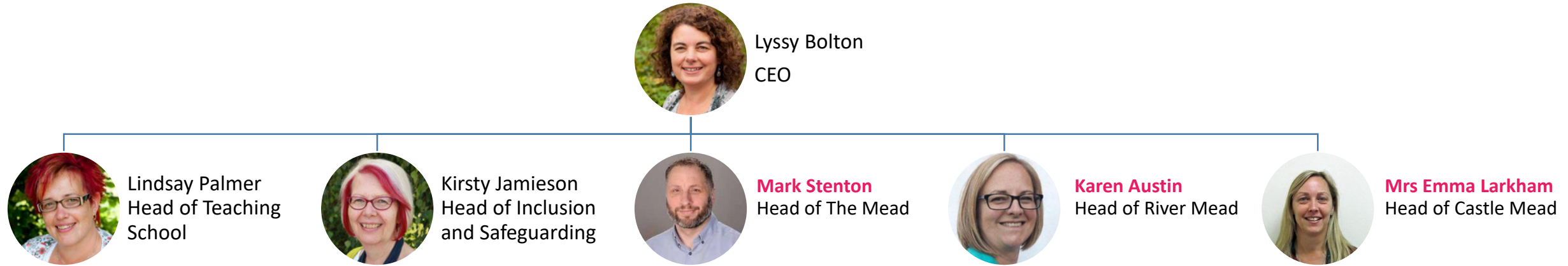
The staff pride themselves on the pastoral support they offer the children, and creating a 'school family'. There are a number of children who receive support from social services and staff recognise that it is only when children feel safe and secure that they are able to learn at their best. The school offers a wide range of spaces for nurtured learning, including the 'River Bank' (offering emotional support through art), the 'Nest' (for nurture groups including breakfast and lunch) and the 'Warren' (learning through a multi-sensory approach).

Alongside Castle Mead, River Mead is part of 'The Harbour Programme' which supports children with SEMH needs through in- and outreach provision. You can find out more at [www.rivermeadschool.co.uk](#).

It is a very friendly school with a committed staff where everyone embraces the 'River Mead family' ethic, and where the mutual respect for all who work in the school is very evident.



Our Trust Leadership



The Strategic Leadership Team work closely together to focus on school and Trust-wide improvement and development. Heads also meet regularly in order to undertake peer support and challenge. The Head of Teaching School and School Effectiveness and Head of Inclusion and Safeguarding work alongside the CEO across all Trust schools.

The Head of Teaching School and School Effectiveness works closely with the CEO in order to support and challenge effectiveness across our Trust. This includes coordinating the work of Trust subject teams, which meet regularly to develop provision and practice. She also coordinates high quality professional development, including appraisal, for Trust staff and facilitates school to school support for all schools within the Teaching School Alliance.

The Head of Inclusion and Safeguarding works collaboratively to support and challenge the work of our SENCOs, Inclusion Teams and DSLs, ensuring that provision and practice for our most vulnerable children is of the highest quality. She also supports opportunities for research and development in this area, including The Harbour Programme, an early intervention for children with SEMH needs, their schools and families.

"I am honestly in awe of our leadership team! Tackling everyday challenges as well as COVID and various other issues completely in their stride and always with a smile!"

Staff Opinion Survey respondent, January 2021

Our vision

Our Charter for Living and Learning



OUR GOLDEN RULE
Treat people as we would like to be treated



Our purpose is to encourage, support and develop every child so that they reach their full potential



We prepare children to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship

Ready • Respectful • Safe



We have a right to

- Feel safe and happy
- Belong
- Enjoy school

We have a responsibility to

- Think kind thoughts and speak kindly
- Be gentle
- Be polite
- Be helpful
- Co-operate and collaborate
- Resolve problems peacefully
- Understand and celebrate difference



We have a right to learn

We have a responsibility to

- Take control of our learning
- Identify and solve problems
- Be creative and express our ideas
- Help, support and encourage others



We have a right to

- A vibrant and exciting environment where we can flourish
- An environment that can be enjoyed by all

We have a responsibility to

- Look after our school
- Take care of our resources
- Reduce, re-use and re-cycle

Our purpose is to encourage, support and develop every child so that they reach their full potential.

We prepare children to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship.

Our vision is to be schools where:

- There are expectations of excellence
- Individuals are valued
- Achievements are celebrated
- Children are happy and safe

We aim that our schools are held in the highest esteem by pupils, staff, parents, governors and the wider community.

We want pupils and staff to enjoy coming to school every day, and we take pride in moving our schools ever forward.

We are committed to maximising pupil achievement and development and central to maintaining our *Ethos and Values* is our Charter for Living and Learning.

We teach our children to be Ready, Respectful and Safe in all aspects of their lives.

"I look forward to coming in everyday"

Staff Opinion Survey respondent, January 2021

Friendship • Respect • Equality • Determination • Inspiration • Courage • Excellence

Our purpose and values

Our staff will:

- Create a vibrant learning environment
- Have a secure subject knowledge
- Employ effective teaching strategies and ensure learning is relevant, creative, challenging, participative and enjoyable
- Plan and assess effectively
- Set high expectations and pace lessons appropriately
- Provide a rich, stimulating and balanced curriculum
- Encourage children to solve problems, take risks and be creative
- Employ positive reinforcement and celebrate achievement
- Work in partnership with parents
- Contribute, take responsibility and develop initiatives
- Consistently hold high professional expectations of themselves and one another

Our children will be:

- Happy and secure
- High achieving learners – making excellent progress in relation to prior attainment
- Enthusiastic and highly motivated to learn
- Demonstrate positive attitudes and behaviours characterised by high self-esteem, independence and responsibility
- Able to develop key skills
- Well-rounded citizens of the 21st Century

It is a school where:

- There is a positive ethos, confidence and optimism
- There is a culture of inclusion, enabling the participation and involvement of all
- There is an environment of opportunity – engendering a sense of pride, ownership, responsibility and identity
- There are caring relationships where children and adults are valued as individuals
- Diversity is celebrated and respected, and we challenge stereotypes
- We value open and effective communication and consultation
- We value fairness, honesty and integrity
- We believe practice can always be improved, and maintain an open dialogue about how children learn best
- We value the learning and development of pupils, staff and volunteers
- We learn from each other, making every effort to disseminate good ideas and best practice
- We continually reflect, evaluate and challenge our existing beliefs



Principles and practice

“Children only get one chance to experience childhood and they have an absolute right to the highest quality of education” (Lyssy Bolton. CEO)

Effective teaching and learning within The Mead Academy Trust is characterised by:

1. Valuing Children and Childhood Every child is a unique. Their ability to be resilient, capable, confident and self-assured should not be underestimated. Independence, risk taking, leadership, self-regulation and co-construction are valued. Children are entitled to the freedom to play, to take responsibility for their learning and behaviours, to identify and solve problems and the excitement of being outdoors. Children’s rights are respected and protected (UNICEF, 2012)

2. An Enabling Environment Children are entitled to an irresistible, warm, welcoming, and well organised environment (both indoors and outdoors) that provides for independence, choice, a wealth of sensory experiences; reflecting the children’s interests and celebrating their achievements.

3. Professional Growth Outstanding teaching and leadership is developed through: sharing best practice, researching and critiquing evidence based approaches, supporting clear pathways of career progression, engaging in practitioner enquiry and actively encouraging creative thinking, risk taking and innovation

4. Understanding Learning Learning is an active experience designed to provoke rich dialogue, active listening and sustained shared thinking between all participants through experimentation and discovery. Knowledge of the concepts of ‘threshold’ and ‘mastery’ are used to inform teaching and learning sequences.

5. Planning for Excellence Planning is responsive to the children’s interests and fascinations and is targeted to identify gaps in skills and understanding and to provide repeated opportunities to practise what most challenges us. Learning sequences have a clear structure, using a ‘teaching backwards’ approach ensuring high quality outcomes in all subjects

6. Courageous Leadership All leaders have a clear vision, underpinned by a sense of moral purpose which is understood, owned and implemented by the whole community in the pursuit of shaping inspirational learning and continually improving outcomes. Choices about organisation, structure, resources and priorities are made bravely. The qualities of leadership are recognised, valued and nurtured across the whole school community.

7. Purposeful Assessment Assessment is continuous, specific, relevant and provides clear pathways to future success in learning through a forensic understanding of the children’s progress. Teachers recognise how on-going assessment links to the summative assessment cycle in schools and the wider assessment and accountability system.

8. Community Engagement Community engagement is based upon reciprocal relationships that value opinions, interpretations and utilise the skills and expertise of others. Collegiality between staff, parents /carers and children is highly valued and well supported. The community is used both as a source of information and a resource for investigation and learning.

9. Responsive Teaching By implementing successful evidence-based strategies and frameworks adults model and exemplify excellence at every level. Expert subject knowledge enables teachers to identify and define the selection of skills to be taught and to design experiences to ensure that the learning journey makes sense and ignites deeper level thinking for all children.

10. Relational Teaching Children develop in the context of relationships and the emotional environment around them. All adults are expected to model and teach children how to show love, care, tolerance, respect, openness and honesty with each other.

11. An Inspirational Curriculum Teachers plan for a curriculum that inspires, motivates and engages all children in memorable experiences. Connections are made between subject areas to ensure learning contexts are authentic and meaningful and provide opportunities for application of skills, investigation and purposeful play. Careful consideration is given to the intent, implementation and impact of all learning sequences.

12. Culture of Opportunity Adults create a culture where difference is acknowledged and celebrated. Individual achievements are recognised and all members of the school community are encouraged to have a voice. Where there are barriers adults pride themselves on embracing different approaches and opportunities to ensure that children understand that barriers don’t have to limit their lives and that there is an *equitable* experience for all.

Our new class teacher



We would like to hear from you if you are:

- A qualified teacher who is passionate about providing memorable learning opportunities for all children within an innovative, creative and inspiring music curriculum
- Dedicated to, and have high expectations of, children with a belief that all children can succeed
- An excellent communicator with fantastic interpersonal skills
- Innovative, creative and forward thinking, and committed to your own professional development and learning, including research practice
- Committed to raising standards through excellent teaching and learning
- Able to work effectively within our hardworking, talented and friendly team on whole school issues, and can share good practice
- Looking to become part of an inclusive and collaborative academy trust, where there is a rich, engaging curriculum and where individuals are nurtured and valued
- A subject leader, willing to take a lead in school improvement, who is keen to share and develop leadership skills and expertise
- Committed to The Mead Academy Trust's vision, purpose and values
- A confident practitioner, who demonstrates outstanding classroom practice and high expectations of achievement and behaviour
- Enthusiastic and able to inspire children, staff and parents
- Energetic, warm and caring
- Flexible, with a strong commitment to teamwork and collaboration

If you would like to find out more about The Mead Academy Trust and any of our schools please contact Helen Goodall at admin@themead.wilts.sch.uk

“As a new staff member, I was blown away with how friendly and welcoming the staff team at The Mead were and continue to be – they wasted no time in making me feel like a member of the family”

Staff Opinion Survey respondent, January 2021

Job description

Qualification criteria

- Qualified to degree level and above with QTS
- Qualified to teach and work in the UK

Experience and knowledge

- Ability to demonstrate a thorough knowledge of the scope, structure and balance of the Primary Curriculum
- Knowledge of the characteristics of effective teaching and learning
- A knowledge of effective ways of working with parents/carers
- Specific skills/interests that will add value to the teaching team
- Demonstrate effective classroom practice, thorough planning and demanding expectations
- Demonstrate effective use of assessment
- Ability to lead a subject throughout the school
- Ensure high levels of pupil interest and motivation
- Work as an effective team member to ensure the delivery of high quality teaching and learning throughout the school
- Promote consistent positive behaviour and discipline

Vision and values

- Vision aligned with the Trust's high aspirations, and holds high expectations of self and others
- Determined to secure outstanding learning and progress for every child
- Deep commitment to a collegiate approach and to working with others as a means of securing the best outcomes for children

Personal characteristics

- Demonstrate high standards of personal organisation
- Be able to follow direction and use initiative
- Highly positive, creative and energetic
- Relishes accountability and takes personal responsibility for own actions
- Excellent critical thinking skills; has an intellectual curiosity and rigour
- Able to build trust and mutual respect between pupils, families and staff
- Strong interpersonal, written and oral communication skills
- Able to use new/emerging technologies to secure impact
- Demonstrate commitment to continuing professional development
- A good health record
- Good and appropriate sense of humour

Safeguarding

- Values and respects the views and needs of children
- Has up to date knowledge of relevant legislation and guidance in relation to working with, and protection of children
- Displays commitment to protection and safeguarding the welfare of children
- Demonstrates commitment to CPD in relation to safeguarding/child protection

About the role

Job title: Class Teacher

Salary: MPS

Hours: Full time

Start date: 1st September 2021

Closing date for applications: 9.00am 23 April 2021

Interview date: TBC

What we offer

“I feel very privileged to have the role that I do –
I feel so fulfilled and yet, there is so much opportunity to develop further.”

Staff Opinion Survey respondent, January 2021

- An excellent working environment, with access to all the resources you will need to create exceptional learning opportunities
- Opportunities to work and plan collaboratively with experienced colleagues from across The Trust
- Warm, enthusiastic and friendly children who are keen to learn and deserve the best
- A clear vision with purpose and values that are supported by all our staff
- A commitment to high quality professional development and career progression



How to apply

Candidates wishing to apply for this position are invited to send:

1. A completed application form (download one from www.themeadtrust.org/vacancies)
2. A letter detailing any additional information
3. A maximum of six photographs or pictures illustrating what you believe to be effective learning.

to Lyssy Bolton, CEO, at admin@themead.wilts.sch.uk

The closing date for the receipt of completed applications is 9.00am on Friday 23 April 2021.

Thank you for your interest; we look forward to hearing from you.



“I feel as staff we are encouraged to achieve our best”

Staff Opinion Survey respondent, January 2021