



Diocese of Salisbury Academy Trust

'Beyond expectations for all of God's children'



*Strength in difference, together we are one,
together we fly high.*

Dunbury
Church of England Academy

Class Teacher



Recruitment Pack



Welcome to the Diocese of Salisbury Academy Trust (DSAT)

and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-two academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at www.dsat.org.uk. We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

This recruitment pack includes:

Our School

Brief outline of who we are and what we do

Job Advert and How to Apply

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

Job Description and Person Specification

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

DSAT Vision and Values

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

Equal Opportunities Monitoring Form

We are committed to equality in the workplace and supporting the development of all our employees.

Privacy Notice

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.



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Dear Applicant,

Thank you for showing an interest in the advertised position of teacher at our wonderful school. The school is proud to be part of the successful Diocese of Salisbury Academy Trust (DSAT) which we joined in 2014. We are a small close-knit team who work closely together, each playing an essential part in making our school the best place it can be for its children and the communities we serve.

Dunbury Academy is a small village school with 5 mixed aged classes on two sites in the neighbouring villages of Winterborne Kingston and Winterborne Whitechurch. Our school vision of strength in difference, together we are one, together we fly high, permeates through our school and drives our curriculum. Our staff are committed to developing our children academically, physically, emotionally and socially, giving them the very best experiences of learning.

We are seeking to appoint a committed, enthusiastic and skilled teacher to join our successful team from September 2021 in our EYFS/year 1 classroom. We are also interested in hearing from candidates who have the ambition to lead one or more curriculum subjects across the school.

As our usual school visits are not possible at the current time, I would like to offer candidates the opportunity of a socially distant and fully COVID-secure visit to the school, with myself after the school day. Please contact our school's Business Manager, Miss Sarah Sherwin on office@dunbury.dsat.org.uk to arrange this. Alternatively, I would be delighted to have a Teams conversation with you, which again can be arranged through the school office.

I look forward to hearing from you

With thanks

Mrs Holly Doswell







Headteacher

Our School Vision

Our vision statement, 'Strength in difference, together we are one, together we fly high,' is at the core of everything we do. It underpins our teaching and learning, and provides an environment which prepares our pupils as nurturing compassionate global citizens.

Our vision is underpinned by the following Galatians 3:28, "for we are all one in Christ". This drives our vision for our community.

Our six curriculum themes linked to our vision aims to develop our children's awareness about: themselves and others; our world and our role as its custodians; and collaboration and aspirations.

 Strength in Self	 Strength in Difference	 Together in our communities
<p>We aim to teach children about the importance of physical and mental health and the five ways to well-being. We want to develop an understanding of the character strengths needed to be resilient and successful and provide opportunities to reflect upon the 'inner person' and how this makes them wonderfully unique and valuable.</p>	<p>We want our children to develop a curiosity about the diversity in our world and communities and through this develop a growing empathy, concern and compassion for how to treat others. This includes understanding the inequalities in our communities and how to be inclusive and bring about positive change to combat equality and equity.</p>	<p>Having started to develop a 'theory of mind' (an understanding that others have minds like our own and so have different thoughts feelings and views), we want to equip our children with the knowledge and understanding needed to develop self-regulation, make friends and negotiate. We aim to provide opportunities for children to reflect upon how they can have an impact on others and how others can have an impact upon them.</p>
 Together in our world	 Be Heard	 Be Aspirational
<p>We want our children to see themselves as custodians of our world and environment. We aim to do this through providing opportunities to explore our responses to the wonder of the natural world and human creativity and investigate the human impact on the natural environment, recognising cause and effect.</p>	<p>At Dunbury we want to develop every child's unique voice through broadening their language, developing good listening skills and an understanding of how to treat others with kindness and respect. We want our children to be able to communicate in a variety of ways to get their message across powerfully and politely.</p>	<p>At Dunbury we want our children to grow and flourish as unique and curious individuals with the resilience and determination to continually challenge themselves, to innovate, to aspire and to achieve highly. We aim to teach them that achieving our goals takes time and practice and failed attempts along the way are opportunities to reflect and reset.</p>

Our School Values



Trust – I am honest and helpful and make the right choices.



Courage – I rise to a challenge and I am brave.



Respect – I treat others how I would like to be treated.



Friendship – I encourage others and build them up.



Job Advert

Job Title	Class Teacher, EYFS and KS1 experience desirable
Academy Name	Dunbury CE Academy
Location	Dolway Lane, Winterborne Whitechurch. DT11 0AW (main office)
Contract Type	Permanent – full time
Salary	Main Scale
Pension	Teachers Pension Scheme
Contact	Holly Doswell - Headteacher
Closing Date	Friday 7 th May 2021
Interview Date	Thursday 13 th May
Start Date	1 st September 2021

At Dunbury we want to be the best that we can be for all the pupils in our care. We are looking to recruit a new teacher to our dedicated team. In particular, we are looking for an excellent, passionate and inspirational Early Years and KS1 teacher. Not only would you have the opportunity to teach our wonderful pupils, but you would also be joining a hard-working, supportive and committed team and community.

We are looking for:

- A teacher that can inspire and motivate our learners;
- A teacher with high expectations and a drive to enable pupils to be the best that they can be;
- A teacher that promotes high standards of behaviour;
- A teacher with a desire to grow, learn and lead;
- An effective and strong communicator.

We can offer:

- Support in a school that is forward thinking and innovative;
- Children who are motivated, enthusiastic and articulate in their learning;
- A strong commitment to a drive for excellence;
- An ethos focused on raising standards for all;
- The opportunity to work in a team where enthusiasm, hard work and initiative are appreciated, but above all, one where the shared agenda of improvement is central;
- A supportive SLT that has a strong ambition and vision for the school's future.

Applications can be made via the attached application form and returned for the attention of Holly Doswell, Headteacher through the office email, office@dunbury.dsat.org.uk

Dunbury Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be required to have an Enhanced Disclosure and Barring Service check in line with the Government's Safer Recruitment guidelines. Dunbury Academy values the diversity of our workforce and welcomes applications from all sections of the community.

Job Description

Job Title: Teacher

Reports to: Headteacher

Responsible for: subject leadership is open to discussion



Key Responsibilities:

Main Duties:

1. Planning, Teaching and Class Management

- To teach allocated pupils by planning their teaching to achieve progression of learning through:
 - identifying clear teaching objectives and specifying how they will be taught and assessed;
 - setting tasks which challenge pupils and ensure high levels of interest;
 - setting appropriate and demanding expectations;
 - setting clear targets, building on prior attainment;
 - identifying SEN or very able pupils;
 - providing clear structures for lessons maintaining pace, motivation and challenge;
 - making effective use of assessment and ensure coverage of programmes of study;
 - ensuring effective teaching and best use of available time;
 - monitoring and intervening to ensure sound learning and discipline;
 - working in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;
 - putting the needs of the school's pupils first and actively promoting an enthusiasm to learn;
 - actively promoting environmental sustainability;
- To use a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
 - select appropriate learning resources and develop study skills through library, ICT and other sources;
 - ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
 - evaluate their own teaching critically to improve effectiveness.
- To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum.
- To take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies, and particularly the foundations for literacy and numeracy.
- To encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- To use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- To manage parents and other adults in the classroom.

Monitoring, Assessment, Recording, Reporting

To:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

Other Professional Requirements

To:

- have attained the National Standards for Qualified Teacher Status;
- enhance and update their teaching skills through continuing professional development;
- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time be determined.

To fully comply with the Trust's safeguarding policy.

This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Person Specification

	Essential	Desirable	Assessed
Qualifications	<ul style="list-style-type: none"> Have qualified teacher status. Proven experience of teaching in EFYS and / or KS1. Use of ICT to support teaching and learning. 	<ul style="list-style-type: none"> Mixed age planning experience. 	
Knowledge and Experience	<ul style="list-style-type: none"> A secure knowledge of a key stage and EYFS curriculum. A secure knowledge and understanding of the teaching of phonics Ability to plan and deliver stimulating lessons. Have an understanding of how to use assessment for learning. Be able to keep detailed records and monitor children's progress. Be able to use a variety of behaviour management strategies. Have an understanding of SEND Keep up to date with current initiatives. 	<ul style="list-style-type: none"> Evidence of recent and relevant professional development. 	
Leadership and Management Skills	<ul style="list-style-type: none"> Lead and deploy adults effectively in the classroom. Be able to build positive relationships with children and adults. Be a role model to staff, children and the community. Liaise with and report to parents, governors and outside agencies. Be able to manage own workload, meet deadlines and identify priorities. 	<ul style="list-style-type: none"> Experience of leading a curriculum area in school. 	
Personal Qualities	<ul style="list-style-type: none"> Organised Flexible Enthusiastic Committed Self-motivated Excellent communication and interpersonal skills Show initiative Resilient Be reflective on own practice Have a desire to engage in professional learning and improvement. Good sense of humour! 		



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Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

Children and young people at the heart of all we do

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

Faithfulness to our Christian tradition

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

Striving for excellence

We love learning and are passionate about the high standards we can achieve in all aspects of life.

Collaboration

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

Celebrating success

We celebrate the achievements of every individual and share our successes widely.



'I can do everything through Christ, who gives me strength'



Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. From January 2021, the Trust has twenty-two academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The Salisbury Diocesan Board of Education (SDBE), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to www.dsat.org.uk/map.