



Class Teacher Application Pack



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Letter from Cathie Paine, Chief Executive Officer

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Cathie Paine

CEO



Our Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago Touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the 'possible' in people as well as the 'actual'. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. [You can learn more about REAch2 at our website: www.reach2.org](http://www.reach2.org)



The role

Class Teacher at The Woodside Primary Academy

ECTs encouraged to apply

Outer London Salary with a **recruitment and retention allowance to the equivalent of Inner London**

Do you wish to work at an outstanding school which supports teachers' work/life balance? We are a school with a history of providing extensive support to teachers and a commitment to creating a balance between school, personal and family life. We are currently seeking a teacher on a full time basis to start in September 2024.

At Woodside, we are looking for a diligent, committed and caring person who is highly organised, passionate about teaching and a fantastic team player to join our wonderful teaching team.

At Woodside we offer the following:

- **Significantly reduced planning and preparation due to 6 forms of entry**
- Weekly team teaching for ECTs
- Collaborative CPD teaching triangles – peer observing good practice
- Opportunities for ECTs to observe practice in other REAch2 academies
- Year group mentor support for all aspects of learning the role
- Free before and after school childcare for teachers
- Free childcare during INSET days
- Reduced childcare costs for under 3's
- Guaranteed 30 hours free childcare
- Leadership opportunities with TLRs available
- Joint team weekly PPA (Non-contact time) with your year group
- Comprehensive CPD program including collaborative teaching
- Collaborative teaching initiative whereby teachers of all levels of experience work alongside each other to develop their own personal goals
- Fully resourced school including access to Enrichment Block, whole class science lab and kitchen facilities

Well-being focused through

- Continued evaluation and amendments of all policies and systems to reduce workload, including a significantly reduced marking policy
- 'Perks for Work' Scheme
- EAP policy – Employee Assistance Program for you and your family

What Ofsted said:

- Over time, the quality of teaching is outstanding. Teachers challenge pupils to apply their skills accurately. They use a rich range of resources to develop pupils' learning and interests
- Personal development, behaviour and pupils' welfare is outstanding
- The curriculum is used to transform the lives of pupils, and further work is planned to make the school a community hub that raises aspirations

Continuing Excellence-Awards and Recognition at Woodside:

- Winners of the Outstanding Progress category at the Education Business Awards
- Certificate of recognition from the Mayor of London (Sadiq Khan) as a School for Success which recognises exceptional work in sharing good practice and helping to boost education for all Londoners
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- Recognition by the Department for Education (DFE) as a school that provides outstanding outcomes for our disadvantaged pupils

Are you driven, inspirational, influential and an exceptional teacher looking for that next step in your career?

***'The headteacher spots and nurtures talents, enabling future leaders to develop their skills for the wider benefit of the school.'* Ofsted**

We would like to hear from you if you;

- Thrive on challenge and have high aspirations for all pupils
- Are energised by opportunities to develop and share your practice

Background Information about the School

At Woodside we have worked hard to develop an atmosphere of trust, happiness and achievement, to ensure that every child feels cared for and supported on their educational journey. Ofsted recognised the excellent work in this and graded us as Outstanding in all areas of education (May 2023).

Our dedicated staff team work together to create a stimulating learning environment for our pupils, encouraging them to become active participants in their own unique learning journeys. Our imaginative 'themed classrooms' allow pupils to write, read and investigate in real context environments while fostering creativity and independent learning. These engaging and fun environments ensure that curriculum topics resonate, and that children can build a holistic understanding of the world around them.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Woodside Primary Academy](#)

As a member of the REAch2 Trust, a national family of primary academies, Woodside Primary Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Woodside Primary Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

The application

You are invited to submit an application form to **Shane Tewes, Headteacher** using: **recruitment@reach2.org**

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact **Susan Guyatt, Office Coordinator** via the school office on: 020 8520 5168 or school@woodside-academy.org

The application process and timetable

Application deadline:	Monday 6th May 2024 at 9am
Interviews:	Thursday 9 th & Friday 10 th May 2024
Contract Details:	Permanent, Full-time 32.5 hours per week, Mon-Fri
Salary:	M1 – M6
Start date:	1 st September 2024

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Post: Class Teacher

Responsible to: The Headteacher

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.

Scope: Classroom Teacher

Duties: The Conditions of Employment for School Teachers

(Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

Responsible for:

- Supporting the vision, ethos and policies of the school and promoting high levels of achievement.
- Supporting the creation and implementation of the school improvement plan.
- Organising and managing teaching and learning.
- The development and monitoring of the curriculum provision.
- Supporting the Headteacher in the monitoring of the quality of teaching and children's achievements.
- The pastoral care of children, promoting independence and good behaviour, in accordance with school policies
- Ensuring that parents are fully involved in their child's learning and development and well-informed about the curriculum, their child's individual targets, progress and achievement
- Developing the use of new and emerging technologies and techniques within the classroom

Teaching and Learning

- 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 teaching and best use of available time
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Ensuring effective teaching and best use of available time
- Using 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 resource's and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Taking 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 English and Mathematics
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Provide feedback for pupils and set targets together 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 recognize the level at which the pupil is achieving
- Prepare and present informative reports to parents.

Curriculum Development

- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Contribute to the whole school's development activities

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

Person Specification

	Essential	Desirable	Measured by
Right to work in the UK	*		
Knowledge/Qualifications and experience			
Qualified Teacher status	*		A
Relevant degree	*		A
Clear communication/questioning skills – precise approach to written communication	*		A O I
ICT competent	*		O
Able to inspire children's interest in learning	*		O
A full Enhanced Disclosure from the Disclosure and Barring Service	*		A I
Skills , abilities and personal attributes			
Evidence of a commitment to safeguarding and promoting the welfare of children and young people	*		A R I
Commitment to promote and support the aims of REAch2	*		R I
Knowledge of strategies to support learning, progress and standards across the curriculum – evidence of impact on progress	*		A R O I
Knowledge of how ICT can be used to support/ enrich learning	*		A
Effective classroom management skills – able to provide an effective environment for learning	*		O
Clear understanding of the role of assessment in the development of learning	*		A O I
Successful record of teaching within primary	*		A O I R
Awareness of national trends and developments	*		A I
Evidence of commitment to personal and professional development	*		A I
Personal Qualities			

Flexibility of approach	*		R
Excellent organizational skills	*		O R I
Supportive – able to work as part of a team	*		R
Able to respond to and seek advice	*		R
Ability to work under pressure while maintaining a cheerful disposition	*		A O I
Flexibility of approach	*		R
Interest & Motivation in the job			
Enthusiasm for children's learning	*		O I R A
A commitment to the integration of children with SEN in mainstream school environment	*		O I A
A willingness to contribute to all areas of school life	*		A R I
*Key: A=Application, R=Reference, O=Observation, I=Interview			

All staff are expected to understand and be committed and to contribute to Trust's commitment to Equal Opportunities for all.