



Recruitment information  
for the position of

**3 x Classroom Teachers**  
**January 2022**

Positions available at:

Brook House Junior – KS2

Fox Hill Primary – EYFS / KS1

Greenhill Primary – KS2

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## Welcome to Steel City Schools Partnership

### Our Vision and Ethos

Our determination to make a difference is rooted in moral purpose, we want to improve outcomes and life chances for young people. This is manifested in everything we do:

**To provide a first class, innovative education for all.**

#### **Achieving Excellence**

#### **Sustaining Excellence**

#### **Sharing Excellence**

- We believe that a clearly and simply articulated ambition and a relentless drive for improvement from all is key to the success of Steel City Schools Partnership – Achieving Excellence
- We believe that trusting relationships, effective communications and on-going capacity building are keys to sustained and sustainable organisational improvement – Sustaining Excellence
- We believe that the right information, education, training and support are key drivers to enable and support effective system improvement – Sharing Excellence



Thank you for your interest in working for Steel City Schools Partnership. As a Multi Academy Trust with a very clear vision and ambition for the Trust, our Board of Trustees are keen to ensure they recruit and retain the highest calibre of staff in order to provide the very best education possible to the children we serve.

Steel City Schools Partnership was formed following a long established partnership between local primary schools. The Trust is an approved academy sponsor by the Regional Schools Commissioner.

SCSP has been established to ensure a Sheffield led partnership of schools with an ambition to work closely and in partnership with other Academies and schools in both formal and informal arrangements. The Trust aims to provide a high quality learning and cultural environment that inspires and motivates children, staff and the wider community to engage in education and learning. The "To provide a first class, innovative education for all" philosophy drives policy, practice and governance in order to achieve this. Leadership development, succession planning and capacity building are also priorities for the Trust.

As a Multi Academy Trust, we work closely with and value greatly our relationships with a number of local and regional partners. We are a strategic partner with the Wickersley Teaching School Alliance (Learners First) and Tykes Teaching School Alliance (Barnsley). SCSP have been successful in our CPD programme and outreach work, leading our very successful NQT and RQT programmes in partnership with others. We have lead staff who are subject experts as well as Specialist Leaders in Education and we are pleased to be recognised as sites to host NPQH and NPQEL placements.

We value the part all SCSP staff play in improving outcomes for children and expect every member of staff to become fully engaged in the life of the Academy and Trust. We have a strong track record in recruitment and development and hope by joining SCSP you will take advantage of the opportunities available to you.

I trust this flavour of Steel City Schools Partnership excites you as much as it does us. We still have much to do including ensuring standards are maintained whilst working on continuous improvement. With our dedicated staff team and our collaborative approach, we are well placed to build on our many strengths and hope that you will want to join us at SCSP in order to be able to shape and make a difference to children's outcomes.

Nicola Shipman

Chief Executive Officer

## **JOB DESCRIPTION**

**POST:** Class Teacher

**PAY RANGE:** Main Pay Scale / Upper Pay Scale

**Job Purpose** To carry out the statutory professional duties of a teacher, as laid down in the School Teachers' Pay and Conditions of Service Document in the light of the procedures, policies and guidelines adopted by the Board of Trustees and the Governing Body.

### **Areas of Responsibility and Key Tasks**

#### **Planning, Teaching and Class Management**

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;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- 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
- 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 literacy and numeracy;
- 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;
- 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.

## **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
- attend whole staff meetings
- consult with curriculum leaders
- co-operate with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

## **Other Professional Requirements**

- establish and maintain effective working relationships with professional colleagues, acknowledging the need for mutual support
- take responsibility for your own professional development
- safeguard self from the destructive dangers of overwork and at all times seek to retain a healthy balance in your professional and personal life
- be familiar with all school policies including child protection procedures, health and safety policies and current SEN codes of practice.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the Headteacher / Principal and will be reviewed annually.

**We expect the successful candidates to work within our collaborative spirit and ethos, by building on the successes of the individual schools by working in conjunction with others to raise standards and enhance the outcomes for the pupils, families and communities we serve.**

## Job Specification Main Scale Teacher

Key Areas	Method of Assessment: Interview, Application Form, Assessment Exercises, References
<b>(i) Professional experience</b>	
• Qualified Teacher Status	Application Form
• Evidence of participation in professional development or study	Application Form
• Successful teaching experience or evidence of successful completion of initial teacher training	Application Form, References
• Working in a socially and culturally diverse school community	Application Form, References
• Knowledge of the National Curriculum requirements	Application Form, Interview, References
• Understands and is familiar with teaching and learning strategies	Application Form, Interview, References
<b>(ii) Ability to work within a professional team and to develop and promote the Trust's ethos and values within the Primary Phase</b>	
• Teaching to a high standard	Application Form, Interview, References
• Relates to and motivates pupils	Application Form, Interview, References
• Works well within and contributes to team development	Interview, References
• Understands and values the processes of planning monitoring and evaluation as an aid to raising standards	Interview, References
• Good classroom management	Interview, References
• Evidence of a commitment to an equal opportunities policy both in service employment	Application Form, Interview, References
<b>(iii) Ability to Communicate Clearly</b>	
• Good written and oral communication skills	Assessment Process, Interview
• Good presentational and ICT skills	Assessment Process, Interview
• Clear and effective in meetings and in one-to-one discussions	Application Form, Assessment Process
• Skilled in conflict resolution	Application Form, Assessment Activities, Interview
<b>(iv) Ability to Lead</b>	
• Clear vision for the future of education and able to think strategically, to identify opportunities for future developments and improvements	Application Form, Interview
• Identify a need for and understand a clear process for the implementation of change and improvement	Application Form, Interview
• Respond effectively and efficiently to daily challenges	Application Form, Interview

• To make decisions on the basis of sound judgement	Application Form, Interview
• Identify potential for individual development	Application Form, Interview
• Have strategies to monitor and evaluate developments	Application Form, Interview
• Have mentoring, motivational and coaching skills	Application Form, Interview
• Be a professional role model	Application Form, Interview
<b>(v) Personal Qualities</b>	
• Be enthusiastic and determined	Application Form, Interview
• Able to work under pressure and recognise and manage stress	Application Form, Interview
• Have flexibility, sensitivity and tact	Application Form, Interview
• Commitment to ongoing and professional development	Application Form, Interview



**Steel City Schools Partnership is looking for 3 skilled and inspirational teachers to complement the teaching staff teams currently in place. These positions are temporary in the first instance.**

**Brook House Junior  
KS2 – Full-time**

*Brook House Junior is a larger than average Junior School with a three form entry, situated in the South East of Sheffield. The school is popular within the community with many pupils coming to the school from outside the catchment area.*

*Pupils enter Brook House Juniors almost entirely from Beighton Nursery Infant School which is next door to Brook House Juniors. The school has strong links with the Infant School.*

*At Brook House Junior School, all staff are dedicated to providing a stimulating, exciting environment where everyone feels valued and safe. By providing a varied and creative curriculum, which engages our children, and by promoting excellent behaviour, we aim to enthuse in all our children a desire to learn, as well as care and respect each other.*

**Discussions about the role and visits to school are strongly encouraged.  
Please contact Jack Huckstepp, Head of School,  
on 0114 248 7754 for initial discussions.**

**Fox Hill Primary  
EYFS / KS1 – Full-time**

*Fox Hill is a vibrant and exciting academy in which to work and, with the additional Integrated Resource for 21 pupils, it serves a diverse community. Having moved into our brand new building (April 2015) we are excited about the next stage in our learning journey having made huge steps with pupil outcomes over the past years, whilst recognising there is still more to do. Ofsted in July 2019 deemed Fox Hill to be a 'Good' school for the second inspection in a row.*

**Discussions about the role and visits to school are strongly encouraged.  
Please contact Jo Powell, Executive Headteacher,  
on 0114 231 3469 for initial discussions.**

**Greenhill Primary**  
**KS2 – Full time – to cover a maternity leave**

*We aim to enable all of our 'Greenhill Learners' to achieve excellence. Greenhill Primary is a creative, collaborative and inclusive school which aims to inspire and encourage every child to be the best that they can be. We pride ourselves on delivering a creative and engaging curriculum and providing high quality learning opportunities for our pupils. Providing good quality pastoral support for our children is at the heart of our inclusive approach as well as offering excellent CPD opportunities for all our staff. We have a supportive, friendly and well-motivated staff team who work collaboratively to develop practice and share ideas.*

*Our children are engaging and enthusiastic with positive attitudes to school. They all work hard to show the key values of being a Greenhill Learner.*

**Discussions about the role and visits to school are strongly encouraged.**  
**Please contact Scott Ellin, Headteacher,**  
**on 0114 2377080 for initial discussions.**

**Application Information:**

For further information and / or to request an application pack please contact  
Julie Higginbottom on 0114 321 0058 / [jobs@steel-city-schools-partnership.org](mailto:jobs@steel-city-schools-partnership.org)

**All appointments made are to the Trust, however please make it clear on your application form which position you are applying for.**

**Closing date: 26.11.2021**

**Interview Process – TBC**

**SCSP is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.**

**The successful candidate will be required to undertake an enhanced Disclosure and Barring Check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulation.**