

# Candidate Application Pack

Class Teacher

Keys Meadow  
Primary School



# Attigo

## Academy Trust

ACHIEVE EXCELLENCE TOGETHER



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[www.attigoacademytrust.co.uk](http://www.attigoacademytrust.co.uk)  
[www.keysmeadowprimary.co.uk](http://www.keysmeadowprimary.co.uk)



Attigo Academy Trust  
c/o Worcesters Primary School  
Goat Lane, Enfield, EN1 4UF  
Tel: 020 8363 7860  
[www.attigoacademytrust.co.uk](http://www.attigoacademytrust.co.uk)

Dear Candidate,

Thank you for your interest in the position of Class Teacher at Keys Meadow Primary School.

Please read through the Job Description and Person Specification for the role and complete the application form

Application forms should be submitted online via <https://enfieldjobs-edu.engageats.co.uk> by the closing date.

**Closing date:** Friday 16th April 2021 at 12pm

**Interviews will take place week commencing Monday 26th April 2021**

We look forward to hearing from you.

Mandy Lawrence  
Headteacher  
Keys Meadow Primary School

**PLEASE NOTE: CVS WILL NOT BE ACCEPTED**

*Attigo Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number 11420376 at registered address Worcesters Primary School, Goat Lane, Enfield, EN1 4UF. Alma Primary School, Keys Meadow Primary School, Houndsfield Primary School and Worcesters Primary School are business names of Attigo Academy Trust.*



# Attigo Academy Trust

## Purpose and Values

Attigo Academy Trust was created for member schools to work in partnership whilst maintaining their autonomy and unique qualities. We celebrate the diversity and individuality of each community. Our Trust embraces inclusion and aims to achieve excellence for all. We ensure that our children have outstanding learning experiences and put opportunity for every child at the heart of everything we do. Our Trust is committed to working together for the well-being of all by investing in our community.

Our core values that are embraced by all academies within the Trust are:

## Partnership and Diversity

All schools in the Attigo Academy Trust are committed to working collaboratively, supporting each other and sharing skills and knowledge to maintain and improve standards across the Trust. Attigo Academy Trust recognises the individuality and embraces the uniqueness of each of the schools within its partnership. All schools adhere to the Trust vision, values, aims and policies but maintain a level of autonomy in order to meet the diverse needs of the children in our individual schools. It is important for any school wishing to join our Trust that they are willing to commit to taking an active and supportive role within it.

## Community

Children will learn the value of working together in our Trust, schools, the local area and as successful citizens of the global community. This includes any learning undertaken beyond the classroom – in other areas of the school, the school grounds, the neighbourhood and local area, at home, in London and further afield.

## Excellence

Excellence, at Attigo Academy Trust, means that we will always strive to achieve our very best in all areas of school life. We aim to achieve excellence in our Trust and schools through promoting high aspirations for all our children to ensure they make outstanding progress in academic, sporting and personal achievements. Excellence is a continuously moving target that we aim to achieve; it means no excuses, but high expectations.

## Inclusion

We value and respect all our children and celebrate diversity in our Trust and schools. The well-being – mental, emotional and physical – of the children is paramount. Teachers will plan for both curriculum subjects and for experiences to support children's well-being, meeting the needs of all children in the class. This will support the whole-school and Trust-wide approach of promoting good social, emotional and behavioural skills and attitudes, enabling our children to face challenges and to excel. This may include working with experts in a particular field, visits from inspirational speakers and opportunities to work in professional environments.

**Class Teacher  
MPS (Outer London)**



**Keys Meadow Primary School**

84 Tysoe Avenue

Enfield

EN3 6FB

Tel: 020 8350 8200

Email: [office@keysmeadow.enfield.sch.uk](mailto:office@keysmeadow.enfield.sch.uk)

**Contract type:** Permanent starting September 2021

Keys Meadow Primary School is looking for enthusiastic, inspirational and imaginative teachers to join our vibrant, creative and inclusive school. We wish to appoint teachers who have high expectations and can support our children to make progress through providing rich and personalised experiences. Successful candidates should have excellent interpersonal and communication skills. We would welcome applications from ECTs, as well as experienced teachers.

Keys Meadow is part of Attigo Academy Trust. Attigo Academy Trust was created for member schools to work in partnership whilst maintaining their autonomy and unique qualities. Our Trust celebrates the diversity and individuality of each community whilst embraces inclusion and aims to achieve excellence for all. We ensure that our children have outstanding learning experiences and put opportunity for every child at the heart of everything we do.

If you would like to visit our school please contact [office@keysmeadow.enfield.sch.uk](mailto:office@keysmeadow.enfield.sch.uk) to schedule a visit.

When applying please ensure you meet the criteria set out in the job description and person specification.

*All schools and services in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within Enfield are expected to share this commitment. All candidates are required to complete the school's 'Keeping Children Safe in Education' declaration and are subject to an enhanced DBS check. Further information about the disclosure can be found at [www.gov.uk/government/organisations/disclosure-and-barring-service](https://www.gov.uk/government/organisations/disclosure-and-barring-service)*



Responsible to: Headteacher

**Purpose of post:**

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

**KEY RESPONSIBILITIES**

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

All teachers are required to read and understand the School Charter and agree to abide by the professional conduct it outlines.

**Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject(s) that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils' you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.



### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the professional development of support staff including supervision.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/ carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

### **Professional Development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher.



We are seeking to appoint an innovative and professional individual who will make a significant contribution to the development of the school. The selection panel will be looking for evidence in your application form and supporting statement of your strengths and abilities in relation to the criteria set out in this person specification

|                                                                                                                                                                                                                                                                                                                                                                 | Essential | Desirable |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications</b>                                                                                                                                                                                                                                                                                                                                           |           |           |
| Educated to degree level                                                                                                                                                                                                                                                                                                                                        | ✓         |           |
| Qualified teacher status                                                                                                                                                                                                                                                                                                                                        | ✓         |           |
| <b>Experience</b>                                                                                                                                                                                                                                                                                                                                               |           |           |
| Proven experience as a classroom teacher in a mainstream primary school                                                                                                                                                                                                                                                                                         | ✓         |           |
| <b>Professional Knowledge and Understanding</b>                                                                                                                                                                                                                                                                                                                 |           |           |
| Must have a sound knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential                                                                                                             | ✓         |           |
| Have a sound knowledge and understanding of the national curriculum 2014                                                                                                                                                                                                                                                                                        | ✓         |           |
| Have a sound knowledge and understanding of the curriculum and pedagogical issues relating to learning and teaching                                                                                                                                                                                                                                             | ✓         |           |
| Understanding of and commitment to the school policies, in particular:<br>Participation and implementation of the School Behaviour Policy<br>Awareness of Health and Safety implementation in the work place<br>Implementation of the school Equal Opportunities Policy<br>Ensuring safeguarding procedures are followed to promote the welfare of all children | ✓         |           |
| Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN                                                                                                                                                                                                          | ✓         |           |
| Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN                                                                                                                                                                                                                                                                | ✓         |           |
| <b>Professional Skills and Abilities</b>                                                                                                                                                                                                                                                                                                                        |           |           |
| Be able to promote high standards of literacy, articulacy and the correct use of standard English, orally and in writing                                                                                                                                                                                                                                        | ✓         |           |
| Sound ICT knowledge and skills relating to class teaching and be able to demonstrate the effective use of ICT to enhance teaching and learning                                                                                                                                                                                                                  | ✓         |           |
| Must be able to plan effective well-structured lessons for all the pupils in a class                                                                                                                                                                                                                                                                            | ✓         |           |
| Must be able to keep records of pupil progress in line with school policy                                                                                                                                                                                                                                                                                       | ✓         |           |
| Must be able to use assessments of pupils learning to inform future planning                                                                                                                                                                                                                                                                                    | ✓         |           |
| Ability to plan and work collaboratively with colleagues                                                                                                                                                                                                                                                                                                        | ✓         |           |



| Personal Qualities                                                                                                                          | Essential | Desirable |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children                 | ✓         |           |
| Must be able to promote collaboration and work effectively as a team member                                                                 | ✓         |           |
| Must have excellent communication skills both orally and in writing                                                                         | ✓         |           |
| Must be able to manage own work load effectively                                                                                            | ✓         |           |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships                               | ✓         |           |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit                                         | ✓         |           |
| To practise equal opportunities in all aspects of the role and around the work place in line with policy                                    | ✓         |           |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | ✓         |           |
| Willingness to actively contribute to the well-being of themselves and others in the school community                                       | ✓         |           |

#### SAFEGUARDING CHILDREN

Keys Meadow Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and uphold all relevant procedures.

**References:**

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