



**Classroom Teacher  
Recruitment Information**

**Positions available in the  
following schools:**

**Lound Infant**

**Lound Junior**

**Fixed Term positions  
(01.01.2024 – 31.08.2024)  
from EYFS to KS2**

Dear Applicant

Thank you for your interest in a career at Steel City Schools Partnership. As a Multi-Academy Trust with a very clear vision and ambition, Trustees are keen to ensure they recruit and retain the highest calibre of candidates to be part of Steel City Schools Partnership, to provide the very best education possible to the children we serve.

We are a growing Multi Academy Trust with 10 primary academies currently. SCSP was formed on April 1<sup>st</sup> 2013 following a long established partnership between three local schools – Fox Hill Primary, Mansel Primary and Montenev Primary, a National Support School. Following a period of improvement, SCSP welcomed two new schools to the Trust – Greenhill Primary and Windmill Hill Primary – both on February 1<sup>st</sup> 2018. Woodseats Primary joined SCSP on September 1<sup>st</sup> 2019, Brook House Junior on April 1<sup>st</sup> 2021, Lound Infant and Lound Junior joined on September 1<sup>st</sup> 2021 and Bankwood Primary joined us on April 1<sup>st</sup> 2023. We are delighted that Killamarsh Junior will be joining SCSP in Spring 2024. The Trust continues to work with Sheffield and Derbyshire Local Authorities and with more schools who are considering becoming an academy and joining SCSP.

The Multi-Academy Trust has been established to ensure a Sheffield, primary-led partnership of schools with an ambition to work closely with other academies and schools in both formal and informal arrangements. The Trust aims to provide a high quality learning environment that inspires and motivates children, staff and the wider community to engage in education and learning. The “To provide an excellent 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 and value greatly our relationship with a number of local and regional partners, being a Strategic Partner with the regional Teaching School Hubs. SCSP has been very successful with our CPD programme and outreach work, leading training for a range of educational and leadership programmes. We have lead staff who are subject experts at all levels of the current National Professional Qualifications. Our CEO is a National Leader of Education and an Ofsted Inspector.

We are also excited that in the government announcement in December 2022, Windmill Hill Primary has been named as a school that will either be rebuilt or refurbished as part of the Schools Rebuilding Programme.

SCSP has a proven track record of securing transformational change and sustainable school improvement. Our vision is:

**To provide an excellent education for all.**

**Achieving Excellence   Sustaining Excellence   Sharing Excellence**

Our success is due to our biggest and most valuable asset – our staff team.

SCSP can offer you:

- Guidance of a supportive and experienced executive team who invest in the development of their leaders
- Free on-site parking
- Access to healthcare and wellbeing services
- Encouragement of further and continued professional development
- Pension Scheme

Academies currently within Steel City Schools Partnership:

### **Bankwood**

Bankwood Primary (Ofsted Inadequate – March 2022) joined SCSP on 1st April 2023 after a period of working with SCSP since May 2022. This partnership came as a result of brokerage by Sheffield LA to support the school at a time of no leadership, governance and awaiting publication of the Ofsted report. The school is in Special Measures therefore there is much to do. However, there is a real willingness from all staff who are deeply committed to the school and community. The school has approximately 70% of the pupils deemed to be disadvantaged and serves an area of diverse and complex need.

***Headteacher – Sarah Reynolds***

### **Brook House Junior**

Brook House is a rapidly improving school (Good – November 2022) in the west of the city serving the Beighton area. The school serves a close knit community and has wonderful external grounds, backing onto the Rother Valley Park. Brook House joined SCSP in April 2021 and in that time has made rapid improvements.

Brook House works closely with its feeder school Beighton Nursery Infant and the secondary it feeds, Westfield, as well as with other local and regional schools.

***Headteacher – Jack Huckstepp***

### **Fox Hill**

Fox Hill is a successful school (Ofsted Good - July 2019) in the north of Sheffield serving predominantly the Fox Hill estate. The school has approximately 57% of the cohort deemed disadvantaged pupils and also hosts an Integrated Resource base for 21 pupils with 'complex and multiple' special educational needs. A new leadership team started in September 2022.

Fox Hill works closely with the local secondary school and is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

***Headteacher – Annali Crawford***

### **Greenhill**

Greenhill Primary is a highly effective school (Ofsted Good July 2022) serving the Greenhill village community in the south of the city. Since joining SCSP in February 2018, the school has made significant progress in raising the outcomes and progress for the pupils. The leadership team has seen some changes with a new Deputy Headteacher and SENCO starting in Sept 2023. SCSP are delighted that an IR for 12 children with SEMH/ASD opened on site in October 2022 and the previous pre-school provision, became a school led nursery in April 2023.

***Headteacher – Scott Ellin***

### **Lound Infant and Lound Junior**

Operating on two sites, Lound Infant and Lound Junior, formally Lound Academy Trust, joined SCSP in September 2021. Both schools are Good (Infant November 2022 and Junior September 2022) and serve the Burncross / Chapeltown area.

Lound works closely with the other SCSP and locality schools in the north of the city as well as with the secondary it feeds, Ecclesfield.

***Headteacher – Sarah Palmer***

### **Mansel**

Mansel is an effective school (Ofsted Good- March 2023) in the north of the city serving the Parson Cross estate. Approximately 62% of the pupils are deemed to be disadvantaged, yet despite this challenge, Mansel has recorded very strong outcomes. The school has benefited from strong leadership and governance. Mansel works closely with the neighbouring secondary school and is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

***Headteacher – Emily Matthews***

### **Monteney**

Monteney (Ofsted Good – March 2023) is a National Support School serving the north of the city and the Parson Cross and Shiregreen estates. Approximately 28% of the pupils are deemed to be disadvantaged. The school has a track record of Innovation and Leadership development. Monteney works closely with a range of external partners including the secondary school it feeds, as well as Learners First and Learn Sheffield. Monteney is a target English Hub (Whiston Worrygoose) network school for early reading and phonics.

***Headteacher – Nicola Osborne***

### **Windmill Hill**

Windmill Hill Primary (Ofsted Good – June 2022) joined SCSP in February 2018 after a period of time working in conjunction with the CEO. Windmill Hill serves the Burncross / Chapeltown area in north Sheffield. The biggest challenge facing the school is the condition of the building and in December 2022 the Trust were delighted to hear from the DfE that the school was going to be rebuilt under the schools rebuilding programme. The school made an application to reduce pupil numbers (45) due to a fall in the local birth rate for the next 3 years. This reduction took effect from September 2023.

***Headteacher – Simon Plant***

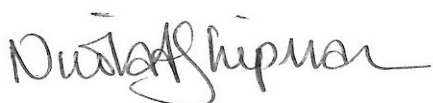
### **Woodseats**

Woodseats Primary (Ofsted Good – November 2016) joined SCSP in September 2019 after a period of supporting and collaborating with Greenhill Primary. The Headteacher is new to role in September 2022 with the previous headteacher appointed to one of the Executive Directors School Improvement for SCSP. The school is housed within a Victorian building, and is based in the south of the city on the Chesterfield Road (A61). The school has approximately 33% of the pupils deemed to be disadvantaged.

***Headteacher – Jack Fellowes***

I trust this flavour of the Trust excites you as much as it does us. We still have much to do across the 10 schools including ensuring standards are maintained and increased at all key stages. With the dedicated team and collaborative approach, we are well placed to build on our many strengths and hope that you feel you want to join the Trust and to be able to shape and make a difference to children's outcomes. This is an exciting and rewarding role and I look forward to receiving your application.

Yours faithfully



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 with the Headteacher 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 skilled and inspirational teachers to complement the teaching staff team currently in place. We require fixed term teachers to work across all of the phases from EYFS through to Y6. There are some part-time positions available also.**

**Discussions about the roles are strongly encouraged.**

**For an initial discussion please contact:**

Sarah Palmer, Headteacher at Lound infant & Junior at [headteacher@lound-jun.sheffield.sch.uk](mailto:headteacher@lound-jun.sheffield.sch.uk)

### **Application Information:**

You can find further information about Steel City Schools Partnership and the individual schools by visiting the website: [www.scsp.org.uk](http://www.scsp.org.uk) where you will be able to download this pack and an application form.

Completed application forms should be returned by email to [jobs@scsp.org.uk](mailto:jobs@scsp.org.uk)

*Please note that we reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.*

**All appointments made are to the Trust.**

**Please note the closing date – 24.11.2023**

**Interview date – to be confirmed.**

**We expect the successful candidate 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.**

**We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.**

**We value our diverse workforce and aim to work together to make the most of our differences.**

**We welcome applications from everyone.**