



The Shared Learning Trust

THE RUSHMERE  
PARK ACADEMY

## Class Teacher

We are on an exciting journey of development as we strive to improve educational outcomes for our pupils. We are looking for a creative and innovative Teacher to join our team and play a key role in motivating and inspiring young learners. In everything we do, we aim to create a positive and safe environment to foster success and impact our students' lives. Ours is a lower school setting 4-9 years of age.

The role a teacher plays is truly instrumental; it is their ability, skillset, knowledge and enthusiasm, which determines the success of children they teach. Therefore, we are looking for an excellent teacher who knows how to enthuse and connect with children to ensure our pupils' have the best possible chance to thrive. This role is suitable for a Newly Qualified Teacher as well as a teaching colleague with more experience.

We understand that as a teacher, there are various pressures that come with the extensive preparation that is required for all pupils to make great progress. As much as we look for teachers who will invest and care about our pupils, it is equally important to us that we support and invest in our teachers too. As part of the Trust's Primary Partnership you will have access to extensive on-line training (at every level), and programmes to significantly develop your own skills through internal and external training.

Visits to the Academy are warmly welcomed.

### The successful candidate will

- Set goals that stretch and challenge pupils of all backgrounds and abilities
- Be accountable for pupils' attainment, progress and outcomes
- Impart knowledge and develop understanding through effective use of lesson time
- Make use of formative and summative assessment to record pupils' progress

### Job Specifics

Start Date	September 2021
Salary	M1-M6 £25,714 - £36,961
Job role	Full-time, Permanent

## HOW TO APPLY

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

### We look forward to hearing from you!

The successful candidate will be joining a very friendly and supportive team of staff and governors working with children that take pride in their school. Visits to the school are warmly welcomed and can be arranged by contacting the school office on 01525 372096. If you are currently teaching early or late appointments can be organised.

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

## RECRUITMENT TIMELINE

30 <sup>th</sup> April 2021	Position is Advertised
9am Monday 17 <sup>th</sup> May	Closing date for applications. References requested prior to candidates being interviewed
Wednesday 19 <sup>th</sup> May	Interviews

## SAFEGUARDING

***'We believe in the safeguarding and welfare of children and expect all staff to share this view'.***

*The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.*

The Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as:

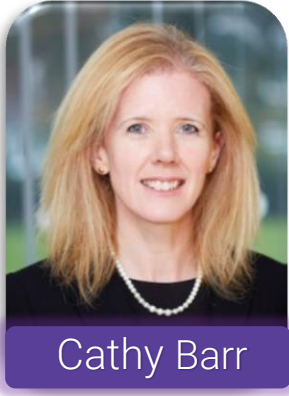
... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.

# WELCOME FROM THE CEO

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy or South Academy as previously known in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,500 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.



Cathy Barr

Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

*- 'We recruit people for attitude and train for skills'*

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

## We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

# WELCOME FROM THE DIRECTOR OF PRIMARY EDUCATION



'Mrs Howe' by Evie, Year 1

As a team, we pride ourselves on providing good quality support and education. The Academy is going through an exciting period of development to accommodate our ever increasing new community.

Teachers are well supported through performance management and external and internal CPD. Aspiring leaders, middle and senior, have access to nationally accredited qualifications such as NPQML and Senior Leader programmes. We work closely in partnership with our local Teaching Hub to provide opportunities for individuals to be recognised as Subject Leaders in Education and Local Leaders in Education.

The Rushmere Park Academy works in close partnership with its sister Academy's, The Linden Academy and The Vale Academy and this partnership provides a wealth of opportunity for moderation, joint CPD and professional working.

In joining The Rushmere Park Academy, you would be joining a supportive staff team who place the children's needs at the center of everything they do.

I look forward to meeting with you,

Bex

# WELCOME FROM THE PRINCIPAL



Marea Rawlings

Welcome to The Rushmere Park Academy! Thank you for taking the time to read this document and for showing an interest in our school.

At The Rushmere Park Academy we are very proud to have such a dedicated team of very talented teachers and support staff that make The Rushmere Park Academy a really special place to work, learn and play.

We are a happy school with a strong ethos in both our Academy and Nursery that is based on the foundation values of respect, kindness and hard work. We have very high expectations for all our children and visitors often comment on the 'learning' atmosphere and good relationships, which are so important to us.

We believe that learning should be led by a child's natural curiosity and our curriculum model has been developed with this key principle in mind. All children are encouraged to build their self-confidence, to develop self-reliance, to take risks without fear of failure and to make informed decisions about their 'own' learning, immersing themselves in a high-quality education that is full of challenge, diversity, interest and fun. My colleagues and I work hard to create an environment, which provides children of all ages with opportunities to experience success and develop a life-long learning attitude, equipping them with the skills needed in today's world.

We are an inclusive school, and we try to ensure that we know all our pupils really well. With good levels of teacher: pupils ratios and a clear focus on traditional values 'Every child matters' at The Rushmere Park Academy and we value children for all their different strengths and qualities.

We are unique in our ethos, passion and plans for the future. Now is a very exciting time to join us and we genuinely believe that The Rushmere Park Academy is the place to be. Why not arrange a visit so you can see for yourself?

I look forward to showing you around one of the best schools in Leighton Buzzard.

Ms Marea Rawlings

**Principal**

# ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi-academy trust, which runs a family of five schools based in Bedfordshire:

- The Vale Academy, Dunstable, ages 2-11
- The Linden Academy, Luton, ages 4-11
- **The Rushmere Academy, Leighton Buzzard, ages 2-9**
- The Chalk Hills Academy, Luton, ages 11-18
- The Stockwood Park Academy, Luton, ages 11-18
- The Sixth Form, Luton, ages 16-19, (A part of both Chalk Hills and Stockwood)

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, with learning environment that reflects the innovation of our diverse and wider curriculums where all pupils have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

## VISIONS AND VALUES

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

# OFSTED AT THE RUSHMERE PARK ACADEMY



## Achievement of Pupils: 'GOOD'

- The school has adopted well-structured programmes for teaching reading, writing and mathematics in small groups, and this helps pupils to make good progress. Work is well tailored to their needs.

## Quality of Teaching: 'GOOD'

- No pupil is held back from reaching their potential, as in every group the work is sufficiently demanding for them.

## Behavior and Safety of Pupils: 'GOOD'

- The behaviour of pupils is good. They have positive attitudes to learning and work hard. Pupils speak with enthusiasm about their educational experiences. They are polite and considerate of one another.

## Leadership and Management: 'GOOD'

- Much of their success is down to rigorous checks on the quality of teaching, careful tracking of pupils' progress, and high quality training for staff. Effective action is then taken to address any issues that are identified. Teaching staff are very positive about the way their skills are developed and how they are encouraged to take on new responsibilities.

## The Governance of the School:

- Governors have a good understanding of the quality of teaching and pupils' performance. They visit regularly, including as volunteers, to see the work of the school first hand. They are actively involved with staff in evaluating how well the school is doing. They make sure that staff are set challenging targets and that pay is linked to good performance. They know how the pupil premium and sports premium are being spent and the impact they are having. Governors challenge school leaders to keep improving.

# CPD & TRAINING – We invest in you!

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As The Rushmere Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.



# TEACHER TESTIMONIALS

*"Being a teacher at The Rushmere Park Academy is an exceptionally rewarding experience. The level of care and trust that team has is so unique and special. As a member of staff I feel loved, supported, and cheered by SLT and my colleagues. There is definitely no 'I' in team at The Rushmere Park Academy, instead a supportive and inspiring team who always offer a helping hand.*

*I did my teacher training at The Rushmere Park Academy and felt so motivated, valued and empowered to teach that I applied for a position at the school during my NQT year. Since then, I have been offered valuable CPD and support to further my teaching career and practice.*

*I feel honoured to work with such professional and positive people. Integrity is a very important value to me and I feel right at home amongst The Rushmere Park Academy, everything they do oozes integrity and excellence.*

*Since the moment I was hired by The Rushmere Park Academy I felt like part of a family. Staff here work together with gratitude to make sure students are getting the best quality of education and community.*

*Lydia Smissen – Teacher*

*"Working at The Rushmere Park Academy means working alongside a team of caring and committed fellow professionals.*

*The time and hard work that all members of staff invest into the school generates a significant impact on the progress that the children make. I have gained an immense amount pride and satisfaction thinking about the part I have played in this. I am looking forward with relish to the next chapter in the school's life as it changes into Rushmere Park Academy."*

*Helen Hoare – Teacher*

# Job Description

<b>Post</b>	Class Teacher
<b>Salary</b>	M1-M6 £25,714 - £36,961
<b>Responsible to</b>	Principal

## **PURPOSE OF POST:**

The appointed candidate will be qualified and experienced in Primary teaching. We are looking for candidates with a passion and proven success of working with children.

Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

## **SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils

## **PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS**

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

## **DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

## **PLAN AND TEACH WELL STRUCTURED LESSONS**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

## **ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS**

- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT**

- Make use of formative and summative assessment to record pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

## MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

## FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Communicate effectively with parents with regard to pupils' achievements and well-being
- This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Head of school to undertake any other duties commensurate with this role

## Person Specification

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
<b>Professional:</b> <ul style="list-style-type: none"><li>• Qualified Teacher Status</li></ul>	<ul style="list-style-type: none"><li>• Additional professional qualifications</li></ul>
<b>Experience:</b> <ul style="list-style-type: none"><li>• Experience of teaching within Primary education</li></ul>	
<b>Skills, Knowledge &amp; Aptitude:</b> <ul style="list-style-type: none"><li>• Ability to create a stimulating learning environment</li><li>• An understanding of the role of assessment in teaching and learning</li><li>• Willingness to involve parents in their child's learning</li><li>• Ability to manage appropriately children's behaviour.</li><li>• Ability to teach in a fully inclusive environment</li><li>• An ability to plan coherently and seek further opportunities to enhance the curriculum</li><li>• A sound Knowledge of National Curriculum at Key Stage 1 and 2</li></ul>	
<b>Personal:</b> <ul style="list-style-type: none"><li>• Well organised and efficient</li><li>• Ability to work on own initiative</li><li>• Ability to work as part of a team within a busy environment</li><li>• Excellent verbal and written skills</li><li>• Enthusiastic with a positive approach to new ideas and developments</li><li>• Flexible to meet the changing needs of the school</li><li>• Drive and enthusiasm to support change in the future development of the school</li></ul>	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.