



# Candidate Information Pack

Class Teacher



L.E.A.D. Academy Trust





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## Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

**Diana Owen CBE**

**Chief Executive Officer**







## About the Trust

**Be part of an ambitious, high-performing Trust, committed to improving the lives of children and young people.**

L.E.A.D. Academy Trust comprises primary and secondary academies across Nottinghamshire, Derbyshire, Leicester, Lincoln and Sheffield. Established in 2011, our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

*"We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people."*

**Diana Owen, CBE - Chief Executive Officer**

## Inspiring experience

Our Trust Executives have first-hand experience of working in education, so they know what it's like to be on the front line. We pride ourselves on the support and advice we give to all our staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff. By choosing to work with us, you will be helping to improve educational outcomes for children, young people and the local community.

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct
- Outstanding teaching and learning
- A fully inclusive approach where all children are equally important
- A climate of mutual respect between the children, staff and community
- A 'can-do' attitude - high aspirations for all involved with the school
- A wide range of enrichment opportunities for all to get involved in
- A celebration of all the cultures and faiths represented in the school
- An organisation in which there are no excuses for underachievement.

## Supporting external trusts and schools

As well as our core offer to L.E.A.D. academies, we offer additional areas of support to external trusts, schools and organisations through L.E.A.D. IT Services and L.E.A.D. Teacher Training Hub.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.



L.E.A.D. Academy Trust  
comprises of:

**24**  
primary

..... and .....

**3**  
secondary  
academies

..... across .....

**5**  
geographical  
regions

..... with .....

**11,000**  
pupils

..... and .....

**1,500**  
members  
of staff





## A message from the Headteacher

It is a complete privilege to be Head of such a wonderful school that is full of such amazing children. They work hard in both their lessons and their relationships. Our C.L.I.M.B. values help us to help the children think about being the best they can be.

Our children are at the heart of what we do. Visitors always comment upon the friendly and purposeful learning environment we have created, and how the children contribute to this through their good manners, respectful attitudes and determination in their learning.



We are continuously developing and refining our curriculum to ensure it is exciting and challenging for all our pupils. After all – if we are named after Sir Edmund Hillary, one of the first people to climb Everest- we owe it to them to have an equally rich curriculum. We aim to broaden our pupils’ cultural capital and deepen their knowledge through excellent teaching, visits, and visitors; ensuring that what they learn in school will stay with them for the rest of their lives and help them thrive in this exciting world in which we live.

## Working at Sir Edmund Hillary Academy

Our school motto is “Inspiring Minds and Nurturing All.” This is something that we strive to achieve for pupils, staff and our wider community

Working in our school presents an opportunity to engage with highly motivated children who are eager to learn and grow. Our pupils are not only passionate about their school but also demonstrate curiosity and enthusiasm that inspire educators to innovate and excel in their teaching practices.

Our school fosters a family feel, where caring and supportive colleagues form a tight-knit community. This atmosphere encourages collaboration and the sharing of best practices, ensuring that everyone can thrive and enhance their skills.

We are embarking on an exciting phase of refurbishment at the school, combined with educational innovation. This not only enriches the teaching experience but also opens doors to numerous opportunities for personal and professional growth. By joining our school, you will become part of a forward-thinking institution committed to excellence in education.





## Benefits of being part of L.E.A.D. Academy Trust

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

### Competitive salary

All Trust roles\* are subject to a minimum hourly rate, which is currently above the National Living Wage amount. All our support staff roles are subject to a competitive 6-point salary range, allowing for progression within the role.

### Pension scheme

Automatic entry to the Local Government Average Salary (LGPS) pension scheme. Benefits include generous employer rate of contribution at minimum 17%, life cover, lower tax, survivor benefits and ill health cover.

### Enhanced annual leave

Holiday allowance starts at 26 or 31 days, up to a maximum of 36 days. Term time only workers also benefit from the same annual leave entitlement paid as part of their usual monthly payroll. This varies on the role and amount of service, increasing after 5 and 10 years' service. Holiday is in addition to Bank or Public holidays.

### Employee assistance programme

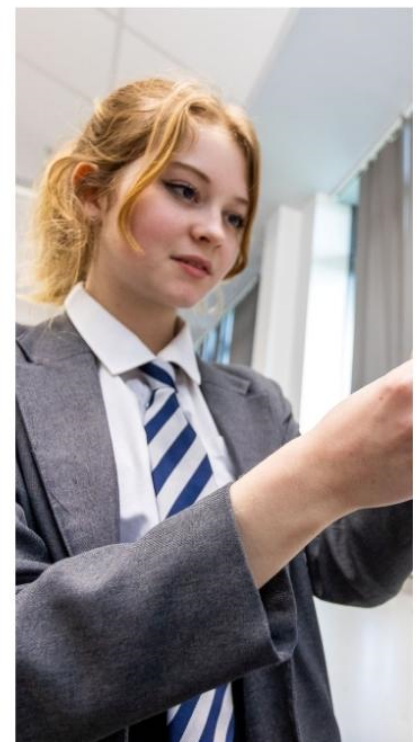
The Trust is committed to supporting staff wellbeing and partner with Health Assured to offer a comprehensive Employee Assistance Programme to all Trust employees and extends to dependent adults living the same household. This includes access to a 24/7 free phone helpline 365 days per year to access advice and support on emotional, financial, legal or other lifestyle matters.

### Continuing professional development (CPD)

We provide excellent training and development opportunities within the Trust, including a full induction programme for all staff.

### And more!

- Access to free Trust Occupational Health service, including physiotherapy
- Access to staff discounts and cashback for a huge range of products, including travel, shopping, insurance, motoring and utilities.
- Travel expenses for business travel at maximum HMRC mileage rate.
- Free eye tests for VDU users.
- Free seasonal flu jabs.



*"Everyone is valued, everyone is supported, and if you hold the same values that L.E.A.D. has, then really consider coming to work with us."*

**Becky Hyder,**  
Safeguarding Compliance  
Lead

*\*With the exception of  
Apprenticeships*



## How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to : [office@siredmundhillary@notts.sch.uk](mailto:office@siredmundhillary@notts.sch.uk) or hand your application in to the school office

**CLOSING DATE:** Friday 22<sup>nd</sup> November

**INTERVIEWS:** We expect interviews to take place **Thursday 28<sup>th</sup> November 2024**

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email: [office@siredmundhillary@notts.sch.uk](mailto:office@siredmundhillary@notts.sch.uk)



*"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."*

Rebecca Riley, Head of School,  
Huntingdon Academy



# Job description

## Key responsibilities and accountabilities

### Classroom Teacher

**Start Date:** January 2025

**Contract Type:** Permanent

**Salary Range:** MPS 1 – 6/UPS

An exciting opportunity has arisen to join a very happy and talented school team. Sir Edmund Hillary Academy is a happy and forward thinking school with the children at the very heart of all we do. We are looking for either an ECT who is just starting their career or someone who has more teaching experience including UPS teachers. We are looking for a person who can complement and enhance our team.

### Our ideal candidate would have:

- excellent organisational skills
- good communication skills
- a commitment to raising achievement
- excellent behaviour management skills
- high expectations of our children's potential
- flexibility and adaptability
- a resilient approach to challenging situations
- experience of child protection and safeguarding policy and practice
- a positive, problem-solving approach to challenge
- a warm and approachable personality
- the ability to work really well as part of a team
- a good sense of humour!

### In return, we can offer you:

- beautiful children who behave well, are curious and love learning
- the opportunity to be developed by a highly knowledgeable Senior Team who have a proven track record in teacher and leadership development
- a very progressive curriculum that our teachers love to teach
- excellent opportunities for ongoing CPD for teaching and leadership
- a supportive, creative and enthusiastic staff team
- a stimulating environment and ethos in which to develop and grow
- the opportunity to hone your professional skills in a happy, positive and motivated school
- a bright, modern, ordered, attractive environment in which to work

**Job Title: Full-Time Teacher**

**Pay Scale: MPS-UPS**

**Line Manager: Head Teacher**

### **Teaching**

50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

50.4. Participate in arrangements for preparing pupils for external examinations.

### **Whole school organisation, strategy and development**

50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

### **Health, safety and discipline**

50.8. Promote the safety and well-being of pupils.

50.9. Maintain good order and discipline among pupils.

### **Management of staff and resources**

50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.

50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

50.12. Deploy resources delegated to them



### **Job purpose:**

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the pupils/students in your care.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all pupils/students and the L.E.A.D. Trust values.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves <sup>(SfEP)</sup> learning and pastoral outcomes.
- To ensure that you provide a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are adhered to fully and without reservation in line with statutory duties.

### **Duties and Responsibilities:**

#### **Teaching and learning**

- Set high expectations for all pupils/students which inspire, motivate and challenge pupils/students.
- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote excellent learning behaviours in the pupils/students so that they work hard in the academy and in completing tasks set for homework.

#### **Promote good progress and outcomes**

- Be accountable for all pupils/students' attainment, progress and outcomes assigned to them.
- Be aware of pupils/students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils/students to develop study skills in order to learn more effectively and with increasing independence.

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain pupils/students' interest in the subject, and address misunderstandings.

- Demonstrate a critical understanding of developments in the subjects 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 in all work produced.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **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.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- 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/students**

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages.
- Have a clear understanding of the needs of all pupils/students, 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**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.

### **Behaviour and safety and Personal Development**

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, 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/students' needs in order to involve and motivate them.



- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Promote British values, equalities and pupils'/students' spiritual, moral, social and cultural development.

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil/student progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Headteacher.

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy 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 selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- 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 academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

### **Administration**

- Register the attendance of and supervise learners, before, during or after 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 and 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 performance management.

## **Resource Management:**

- Responsibility for the safe use and safe keeping of Academy and Trust resources in line with the requirements of the role.

## **Influencing and Managing Relationships:**

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

## **Other Academy Responsibilities**



## Teacher Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

		<b>E</b>	<b>D</b>
<b>Qualifications and Attainments</b>	<ul style="list-style-type: none"> <li>• Qualified teacher with QTS or recognised equivalent</li> <li>• Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant)</li> </ul>	E E	
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to create a stimulating and safe learning environment.</li> <li>• Ability to establish and maintain a purposeful working atmosphere</li> <li>• Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught</li> <li>• Ability to assesses and record the progress of pupils learning to inform next steps and monitor progress</li> <li>• Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom</li> <li>• Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles</li> <li>• Ability to deploy a wide range of effective behaviour management strategies</li> <li>• Ability to demonstrate current knowledge and understanding of national and local education issues</li> <li>• Ability to contributes to a culture of collaborative working to develop professional practice</li> </ul>	E E  E  E  E  E  E	          D
<b>Experience</b>	<p>Demonstrable understanding of:</p> <ul style="list-style-type: none"> <li>• The developmental, emotional, social and educational issues of children and young people</li> <li>• Awareness of the range of needs of children within the classroom</li> <li>• Keeping children safe</li> </ul> <p>Proven experience:</p> <ul style="list-style-type: none"> <li>• Experience within teaching environment at relevant age level</li> </ul>	E  E  E   E  E	

	<ul style="list-style-type: none"> <li>• Recent experience in work with children and families</li> <li>• Management Information Systems e.g. SIMS, G4S, MyConcern</li> </ul>		D
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Approachability, enthusiasm and creativity</li> <li>• Honesty and Integrity</li> <li>• Discretion</li> <li>• Patience, tolerance and sensitivity</li> <li>• Flexibility</li> <li>• Resilience</li> <li>• Organisational skills</li> <li>• Commitment to make a difference</li> <li>• Demonstrable commitment to personal CPD</li> </ul>	E E E E E E E E	
<b>Additional Requirements</b>	<ul style="list-style-type: none"> <li>• This role is subject to an enhanced DBS</li> <li>• May be required to travel to other Trust locations or third party services as part of the role</li> <li>• Hold a driving licence and have access to own vehicle</li> </ul>	E E	D



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