



**Class Teacher**

**Application Pack**

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**Letter from Cathie Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Cathie Paine**

**CEO**

# Our Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago Touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**Class Teacher at** **Sir Martin Frobisher Academy,**

**Frobisher Drive, Clacton-on-Sea, CO15 2QH**

**Main Pay Scale / UPS Pay Scale**

Are you a good teacher – an innovative and reflective practitioner who can make a difference to children’s lives? Do you have high expectations? Are you passionate about providing an excellent education for all children, including those with additional needs and more confident learners? Are you looking for a unique opportunity?

If so, our children need you!

We are looking for an additional teacher to join our team until 31st August 2024 in the first instance, but there is a possibility of extending this, subject to staffing requirements.

**About the role:**

As a newly appointed member of the Sir Martin Frobisher family, you will help shape our future direction. You will work alongside our Senior Leadership Team and other Sir Martin Frobisher staff to help create an exciting and vibrant school, where all children thrive, regardless of their background.

You will work in partnership with other Class Teachers and Learning Support Assistants. You will be supported by experienced Senior Leaders and be part of the wider Academy Team.

There is potential for your role to grow and adapt with the academy over the coming years, with leadership opportunities, as the school develops and improves.

You may be expected to lead a curriculum subject area, unless you are an ECT.

**What we’re looking for:**

We are looking for a good classroom practitioner who would be happy to work in both Key Stage 1 and Key Stage 2. Initially, you would be working in KS1 in the mornings and lower KS2 in the afternoons. You will be highly driven and motivated, have an eye for detail, and can work flexibly and creatively.   
 **The successful candidate will have:**

* An excellent understanding of the EYFS / National Curriculum, age-related expectations and Early Learning Goals
* The motivation and resilience to achieve the very best for the children in our care and be relentless in the pursuit of excellence
* Proven experience as a good classroom teacher
* Experience of working with children of different ages within Key Stage One and Two
* Excellent communication skills and a good sense of humour
* The ability to be a positive team player and be able to use their own initiative

**In return we can offer:**

* A firm commitment to you and your professional development
* Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
* A growing learning community
* Encouragement to develop new ideas and the opportunity to make a real difference
* Coaching and mentoring from a member of the academy’s Senior Leadership Team
* Fantastic Trust-wide CPD opportunities
* Vast opportunities for career progression

Ideally, you will also have experience of working with children with SEND. You will be able to scaffold and extend children's learning and develop their independent thinking through appropriate questioning as well as being committed to consistency, inclusion and challenge. You will be part of a unique community as well as being part of the largest primary Multi-Academy Trust in the country.

The children at Sir Martin Frobisher need a stable and committed staff, who really believe in them and are willing to do whatever it takes to ensure they receive the best teaching and the widest opportunities possible.

In return, you will see that our children are enthusiastic, keen to learn and rewarding to teach.

You will be welcomed and supported as part of an established team.

**Background Information about the School**

​We like to think of Sir Martin Frobisher as a family that embraces everyone in its community, from pupils and staff to governors, parents and carers. As a school, we live and breathe our school motto: Successful, Meaningful Futures for All. This message underpins everything that we do, be that in the classroom, on the sports field or in the wider school community.​

An exciting and innovative curriculum is made special by a wide range of unique learning experiences. A talented and well qualified workforce engages all learners in reaching the highest standards. High aspirations and expectations encompasses the life of the school and supports the development of children with high self-esteem, self-discipline and strong community spirit.

Every member of the Sir Martin Frobisher Academy team believes passionately in the importance of learning in a caring and nurturing environment so that all children develop and achieve their best as valued members of the Sir Martin Frobisher Academy family. We strive to ensure that every child fulfils their potential in all areas of school life and look forward to welcoming you into our happy school.​

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Sir Martin Frobisher Academy](https://smfa.org.uk/)

As a member of the REAch2 Trust, a national family of primary academies, Sir Martin Frobisher Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Sir Martin Frobisher Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

# The application

You are invited to submit an application form to **Mr. Simon Wood, Executive Headteacher** by email[**frobisher.admin@smfa.org.uk**](file:///C:\Users\Michaela.Harris\Downloads\Applicatio%20pack%2016102023\frobisher.admin@smfa.org.uk)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact **Mr. Simon Wood, Executive Headteacher** via school office on

**01255 427073** or email[**frobisher.admin@smfa.org.uk**](file:///C:\Users\Michaela.Harris\Downloads\Applicatio%20pack%2016102023\frobisher.admin@smfa.org.uk)

**Early applications are welcomed**, and SMFA reserve the right to interview exceptional candidates immediately, withdrawing the advert once a successful appointment is confirmed. We do not accept CVs only.

## The application process and timetable

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| --- | --- |
| **Application deadline:** | Applications will be assessed upon submission |
| **Interviews:** | TBC |
| **Contract Details:** | Full- time, Fixed term (until 31st August 2024) |
| **Salary:** | Main Pay Scale / UPS Pay Scale |
| **Start date:** | As soon as possible |

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

|  |  |
| --- | --- |
| **Pay Scale/Grade:** | Main / Upper Pay Scale |
| **Reports to:** | Phase Leader, Heads of School, Executive Headteacher |
| **Responsible for:** | Class Support Staff |
| **Liaison with:** | Phase Teaching Staff, Phase Support Staff, Staff in other phases, Headteacher, Senior Leadership Team, Pupils, Parents/Carers, |

**Sir Martin Frobisher Academy is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be required.**

**Duties:** The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

**Responsible for:**

* Supporting the vision, ethos and policies of the school and promoting high levels of achievement
* Supporting the creation and implementation of the school improvement / transformation plan
* Evaluating the effectiveness of the school in close collaboration with the leadership team
* Organising and managing teaching and learning
* The development and monitoring of the curriculum provision
* Supporting the Executive Headteacher, Heads of School, and Phase Leaders in the monitoring of the quality of teaching and children’s achievements, including the analysis of data.
* The pastoral care of children, promoting independence and good behaviour, in accordance with school policies
* Ensuring that parents / carers are fully involved in their child’s learning and development and well-informed about the curriculum, their child’s individual targets, progress and achievement
* Developing the use of new and emerging technologies and techniques within the classroom

**Teaching and Learning**

* 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 SEND or very able pupils
* Providing clear structures for lessons maintaining pace, motivation and challenge
* Making effective teaching and best use of available time
* Maintaining good conduct and learning behaviours in accordance with the school’s procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
* Ensuring effective teaching and best use of available time
* 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
* Select appropriate learning resource’s and develop study skills through library, ICT and other sources
* 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 English and Mathematics
* Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate, 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
* Provide feedback for pupils and set targets together 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/carers

**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

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Executive Headteacher.**

**This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

# Person Specification

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

Exceptional applications may mean candidates are interviewed and appointed without delay.

When completing your covering letter, application form and person specification form, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

|  |  |
| --- | --- |
| Responsible for: | Educational, emotional and social development of each of the children which form the class allocated for each specific academic year.  Various curriculum areas with the changing needs of the school. |
| Teaching ability and curriculum understanding | * evidence of successful classroom practice * a clear understanding of the NC 2014 planning, assessment and of fully interactive primary school teaching techniques * knowledge and experience of curriculum planning and assessment with particular regard to Key Stage One and/or Two * desire and ability to work closely as part of a team * awareness of national trends and developments * high expectations of self, pupils and staff * clear and balanced views about pupil welfare and discipline * understanding of child development and ability to recognise and respond to the individuality of pupils * a commitment to the integration of children with special educational needs in mainstream school environment * evidence of commitment to personal and professional development * commitment to the involvement of parents/carers in their children's learning * ability and willingness to teach across Key Stage One and Two. * a good understanding of and commitment to interagency working |
| Personal qualities | * well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents, and pupils * personal and professional integrity * ability to work under pressure while maintaining a cheerful disposition * excellent organisational skills * flexible attitude towards responsibilities in school |
| Management skills (For experienced teachers) | * awareness of the process of inspections of schools for monitoring and evaluating the quality of a school * knowledge and experience of identifying and ordering equipment/resources and being a budget holder * to be able to monitor, evaluate, lead and develop subject/s within the school * an understanding of the role of governors * experience in leading meetings (e.g. curriculum) * experience of managing adults in the classroom * experience of supporting and developing colleagues |
| Other qualities | * commitment to the job and the school * ability and commitment to work closely with, and support the SMFA Team * willingness to contribute to all areas of school life. * strong commitment to the importance of the school as part of the community. * a strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child * a sense of balance - with a life outside of school * sense of humour! |

**Note to applicants:**

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

All staff are expected to understand and be committed and to contribute to Trust’s commitment to Equal Opportunities for all.