

# Class Teacher Application Pack



# Contents

Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust .....	3
Letter from [name], [job title], REAch2 Academy Trust .....	<b>Error! Bookmark not defined.</b>
Our Cornerstones and Touchstones .....	4
The role .....	6
The application.....	<b>Error! Bookmark not defined.</b>
The application process and timetable.....	<b>Error! Bookmark not defined.</b>
Safeguarding, Safer Recruitment and Data Protection.....	9
Job Description.....	<b>Error! Bookmark not defined.</b>
Person Specification.....	<b>Error! Bookmark not defined.</b>

# Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

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.

Teachers 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.

**Sir Steve Lancashire**

**Chief Executive, REAch2 Academy Trust**



# Letter from Nikita Silvester-Grant, Headteacher, Springhill Primary Academy

Dear Candidate

Springhill Primary Academy is a one form entry school located in Burntwood. The school opened as a new academy in January 2014. There are eight classes in school, from Nursery to Year 6.

Our school is a happy, thriving school that is proud to be part of our local community. We like to think of Springhill 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: '*Reach High, Learn Together*'. This message underpins everything that we do, be that in the classroom, on the sports field or in the wider school community.

Our bespoke, creative 'mini-mission' curriculum enriches children's learning experiences and ensures that a love of learning is fostered in every child, in every classroom, every day. It is delivered through a wealth of relevant, real-life problem-solving opportunities where connections are made between subjects. Our lively curriculum is designed to be varied and engaging and as a result, children are absorbed in their learning, actively seeking ways to overcome any obstacles that they meet.

Springhill pupils are resilient: they relish a challenge and use mistakes as further opportunities to learn. They are encouraged to become independent, autonomous and confident learners who take every opportunity to be the best that they can be.

Every member of the Springhill 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 school family. We strive to ensure that every child fulfils their potential in all areas of school life and look forward to welcoming you to our happy school.

We are looking for creative, dedicated individuals who share our passion, vision and ethos to ensure we offer a first-class educational experience for our children. We welcome professionals who can help to continually shape our school community and our curriculum, and 'go the extra mile' in order to ensure that Springhill Primary Academy remains a thriving provider of outstanding educational experience and achievement for all our pupils.

**Nikita Silvester-Grant, Head Teacher, Springhill Primary Academy**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

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

**Position:** Class Teacher – part time job share, 2 and a half days per week (0.5), fixed term contract to August 2023

**Location:** Springhill Primary Academy

**Salary:** MPS2

**Start Date:** 1<sup>st</sup> January 2022

## Main purpose of the Role:

- Be responsible for the welfare, development and education of children
- Contribute to the development of our caring inclusive school and community, where there is equality of opportunity regardless of race, culture, gender or disability
- Build partnerships with our families to support the development, progress and attainment of their children
- Work effectively alongside other professionals in an open and caring manner
- Maintain the positive ethos and core values of our school, both inside and outside the classroom
- Develop own professionalism to ensure all Teacher Standards are met to a high standard
- Lead high quality learning in the school as part of a wider staff team, working independently when the Headteacher is off site

## Duties

- Ensure that planning, preparation, observation, assessment and reporting systems meet requirements and record children's learning needs and achievements
- Have high expectations of all children and work to make sure no child is left behind due to disadvantage

- Make appropriate educational provision for all children with support from the SEND Co-ordinator and other specialist advisors
- Maintain appropriate records and provide accurate information on pupil progress and other relevant matters as required by the school
- Support children in becoming sociable, well behaved members of our school community, in accordance with the school's behaviour policy
- Develop a Key person role which fosters each child's attachment and self-esteem and establishes relationships with their families which are based on warmth and mutual respect
- Create an enticing, stimulating and exciting learning environment inside and outside, responsive to children's learning needs, by arranging for resources, equipment and materials to be available in such a way that they are easily accessible and will encourage the children to become independent learners and creative thinkers
- Work proactively to engage families in their child's learning, establishing excellent relationships between school and home, to promote the best possible progress and outcomes for each child
- Communicate and liaise with staff at all levels as required and manage other adults or volunteers both in liaison with, and independently of the Headteacher.
- Work with all staff to ensure all aspects of Statutory Welfare requirements are fully met
- Attend and participate in meetings which relate to the school's management, curriculum, administration or organisation
- Alongside the other teachers and Head Teacher be responsible for developing and refining the curriculum
- Ensure that the school's policies and procedures are promoted in everyday practice
- Join in with appraisal procedures and use this to develop personal and professional effectiveness
- Contribute and engage positively with continuous professional development

If you feel you have all the necessary attributes, are highly motivated and dedicated to making a positive difference to children's lives then we would love to hear from you.

## The application

You are invited to submit an application form to Cheryl Burr, [office@springhillacademy.co.uk](mailto:office@springhillacademy.co.uk)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the [Equal Opportunities Monitoring form](#) separately with their application.

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

Visits to the school are encouraged. We are offering tours with the Head Teacher with a chance for an informal chat. Please contact the school office on 01543 225620 to request a tour.



## The application process and timetable

<b>Application deadline:</b>	15 <sup>th</sup> October 2021
<b>School visits:</b>	On request
<b>Interviews:</b>	19 <sup>th</sup> October 2021
<b>Contract:</b>	Part time, Fixed Term
<b>Salary:</b>	MPS 2
<b>Job starts</b>	1 <sup>st</sup> January 2022

The 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 academies and academy personnel 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 of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit 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 after six months from notifying unsuccessful candidates, 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 details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

## Job Description

**Post:** Class teacher, part time (0.5), fixed term to start 1<sup>st</sup> January 2022 and end on 31<sup>st</sup> August 2023

**Responsible to:** The Headteacher

**Salary/Grade:** Main Pay Scale starting at MPS2

**REAch2 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 requested where required.**

**Scope:** Classroom teacher

**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 plan.
- Evaluating the effectiveness of the provision in close collaboration with the leadership team.
- Organising and managing teaching and learning.
- The development and monitoring of the curriculum provision.
- Supporting the Headteacher 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 are fully involved in their child's learning and development, their child's individual targets, progress and achievement
- Developing the use of new and emerging technologies and techniques within the classroom
- Responsible for creating and maintaining a secure and safe environment for the staff and students and for ensuring that all safeguarding and child protection procedures are adhered to.

### **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 SEN 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, I.C.T. 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 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
- 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 recognize 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

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

Factors	Essential	Desirable	Measured By
<b>Qualifications &amp; Skills</b>			
Qualified Teacher status	Essential		A
Graduate	Essential		A
Clear communication/questioning skills – precise approach to written communication	Essential		O I A
ICT competent – Able to use IWB	Essential		O
Able to inspire children's interest in learning	Essential		O
A full Enhanced Disclosure from the Disclosure and Barring Service	Essential		A I
<b>Special Knowledge, Abilities and/or Experience</b>			
Knowledge of strategies to support learning, progress and standards across the curriculum – evidence of impact on progress	Essential		A R O I
Knowledge of how ICT can be used to support/ enrich learning	Essential		A
Effective classroom management skills – able to provide an effective environment for learning	Essential		O
Clear understanding of the role of assessment in the development of learning	Essential		A O I
Successful record of teaching within primary	Essential		A O I R
Awareness of national trends and developments	Essential		A I
Evidence of commitment to personal and professional development	Essential		A I
<b>Personal Qualities</b>			
Flexibility of approach	Essential		R

Excellent organizational skills	Essential		O R I
Supportive – able to work as part of a team	Essential		R
Able to respond to and seek advice	Essential		R
Ability to work under pressure while maintaining a cheerful disposition	Essential		A O I
<b>Interest &amp; Motivation in the job</b>			
Enthusiasm for children's learning	Essential		O I R A
A commitment to the integration of children with SEN in mainstream school environment	Essential		O I A
A willingness to contribute to all areas of school life	Essential		A R I
<b>*Key: A=Application, R=Reference, O=Observation, I=Interview</b>			