



Primary Class Teacher Recruitment Pack

Start Date: January 2025



Do you want to make a difference, everyday?

The Trustees and Headteacher of this warm and nurturing school are seeking to appoint a Primary Teacher to work in our specialist school for children and young people with social/ emotional and mental health additional needs.

An exciting opportunity now exists for an ambitious and empathetic professional to join us as we work with vulnerable pupils from across Herefordshire. The successful candidate will have a passion for the welfare of young people and will help provide a high quality, engaging and safe working environment for all of our pupils. You will work closely with a fantastic team of staff helping to ensure positive outcomes for everyone in our care as part of the Mercian Education Trust family of schools.

Salary	Main Pay Scale & SEN point
School	The Brookfield School, Grandstand Road, Hereford
Term/duration	Permanent and Part time available
Closing date	24 th October 2024 @ 12.00 Noon
Interview date(s)	25th October 2024

Email: wroberts@metacademies.org.uk
www.metacademies.org.uk
www.brookfield.hereford.sch.uk

Mercian Educational Trust is an equal opportunities employer and committed to the protection and safety of its students

Recruitment Pack Contents

Contents

Recruitment Pack Contents.....2
Information from the Head Teacher3
Job Advert.....6
Job Description.....7
Person Specification10

Information from the Head Teacher

Dear applicant,

Thank you for your interest in the position of Primary Class Teacher working at The Brookfield School, a rapidly improving Academy based in the city of Hereford.

The Brookfield School is a specialist setting with 100 students, although this fluctuates due to our in-reach and intervention programs. The school serves students from all over Herefordshire and into the surrounding counties. All students have an EHC Plan for SEMH but many also have secondary special educational needs such as Autism or ADHD.

Our ethos is centred on a Trauma Informed approach to education with therapy informed practice and a sense of empathy and compassion towards our pupils.

As a result of our established vision, ethos and Leadership Team, the school is recognized as being a strong provision that works well with local mainstream Primary schools to get the best outcomes for the child. The LA have also worked closely with the Headteacher in order to tailor the provision of the school to local need and to develop the school site so that it creates high aspirations for our pupils.

The Brookfield School provides in-reach support to around 20 pupils each year across Herefordshire. This is a 12-week part time placement or full-time provision for permanently excluded pupils or pupils at risk of permanent exclusion who are awaiting an EHCP for Social, Emotional Mental Health needs until they are ready for reintegration into mainstream or Specialist settings.

We are committed to high quality professional development and career opportunities for all staff and have an excellent record of internal growth and development.

It is essential for the successful candidate to have a strong passion for working within an SEMH school; with the commitment to bring out the best in all the children and ensuring it is a rewarding, positive experience, which builds towards an exciting future. You will need resilience, humour, compassion and empathy and in return, we offer a supportive group of likeminded professionals and senior leaders who always go above and beyond for the pupils in our care.

I look forward to hearing from you and warmly invite you to come into school to discuss the role in person and to see our happy, welcoming school.

I look forward to receiving your application.

Kind regards
Michelle Parkes
Headteacher

If you would like an informal discussion about the role or the school, please contact me on mparkes@metacademies.hereford.sch.uk

Our Vision:

To enable every child to become:

Confident, Resilient, Emotionally Literate, Ambitious learners who are Tolerant and Effective Communicators; prepared for adulthood as part of modern Britain.

Our Values:

We have adopted a trauma informed approach to best support our pupils in all aspects of their school lives. Through this approach we aim to:

- Respond effectively to our vulnerable pupils and those who have suffered a trauma or have a mental health or social communication issue.
- Develop an understanding of the long-term impact of specific adverse childhood experiences and how to enable our pupils to work through their feelings
- Know how to respond to children who are in distress in ways that help them to emotionally regulate, feel psychologically safe and develop the capacity to handle stress well over time
- Work to increase the protective factors and 'safety cues' in the school culture to prevent adverse childhood experiences from becoming long-term mental, physical and societal health problems.

Staff are trained to be emotionally available in the ways they relate to our pupils and to deliver interventions specifically designed to support them. We need to understand how to help our pupils make sense of what has happened to them. To this end we intend to:

- Learn to relate to our pupils in ways that alleviate their suffering, support their learning and make them feel cared for and appreciated
- Learn how to relate with our pupils in ways that enhance their self-esteem, confidence and feelings of psychological safety.
- Know how to listen and empathise when our pupils want to talk about painful issues and help them reflect and resolve
- Develop an in-depth understanding of what it's like for our pupils to suffer from specific mental health problem (e.g. depression/ anxiety) and feel confident in offering them accurate empathy, understanding and key psycho-education without inferring meaning
- Employ strategies for early intervention (early indicators of mental health difficulties), know our limits of competence and refer on to other agencies, when these are available.

We use a PACE approach as part of our therapeutic informed practice which has the core values of:

Playfulness (Creating an atmosphere of interest when you communicate. Having fun, and expressing a sense of joy).

Acceptance

Curiosity (without judgement)

Empathy

The Role:

The post available:

- Class Teacher, Full Time and Permanent contract or Part time available for the right candidate
- Pay scale for this post will be main scale plus additional SEN point

The recruitment process:

Visits to the school (by appointment only)	All visits to the school are encouraged. Please contact the school by emailing	
Closing date for applications	24.10.2024	Email applications to admin@brookfield.hereford.sch.uk
Shortlisting	24.140.2024	Candidates will be advised by email
Interviews	WC. 21.10.24	To be held at the Brookfield School

The Brookfield School is part of the Mercian Educational Trust (MET), which is a Multi Academy Trust based across Herefordshire and Worcestershire. It currently consists of seven primary and SEND schools.

All applicants are required to fully complete the correct application form, which can be emailed from our office or is freely available from our Trust website, <https://www.metacademies.org.uk/vacancies/>. Applications or CVs in any other form **will not** be accepted.

Following the closing date above, candidates will be shortlisted and those successful to interview via an email invitation. Shortlisting will be based on the applicants' suitability for the post linked to the job description and person specification; please make sure your application matches these requirements.

Safeguarding & Safer Recruitment

Mercian Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. As part of this commitment any job offer will be subject to child protection screening appropriate to the post, which will include an Enhanced Disclosure and Barring Service (DBS) check for the children's workforce and a Children's Barred List check

- This role involves **constant** contact with children. The role **requires** engagement in regulated activity relevant to children.
- This post **is** exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Job Advert

Salary	Main Pay Scale & SEN point
School	The Brookfield School, Grandstand Road, Hereford
Term/duration	Permanent and Part time available
Closing date	24th October 2024 @ 12 Noon
Interview date(s)	25th October 2024

An opportunity to add to a successful team

We are looking for an effective and enthusiastic classroom teacher who will be able to complement our dedicated and hardworking staff team. The successful candidate will be a strong teacher with high expectations for vulnerable pupils who is committed to providing safe, nurturing but challenging learning experiences for their pupils. A background of working with pupils with SEND or who are at risk of exclusion from mainstream schooling, KS1 or EYFS experience is desirable.

The main areas of responsibility will include:

- Assisting in the development of our inclusive curriculum in order to improve outcomes for all pupils.
- Keeping children at the heart of everything we do
- Planning and delivering a range of offsite educational visits to supplement the curriculum and develop wider life skills
- Leading support staff teams in raising the quality of learning & teaching.
- Leading the continued development of a subject area
- Being a strong, creative practitioner with high expectations of pupils' achievements, attainment and behaviour.
- The ability to use vision and expertise to lead in key areas of school improvement when required.
- Being an excellent communicator with strong interpersonal skills.

The Brookfield School is committed to safeguarding its pupils and all offers of employment will be subject to an enhanced DBS check and two suitable references.


Application forms can be obtained from the school office and returned to school with an accompanying letter. Alternatively, on our trust website <http://www.metacademies.org.uk/vacancies/>.

Please return to the school office, or email to wroberts@metacademies.org.uk

Applications on any other form will not be accepted.

Applicants must enclose details of two references. These must be recent; usually one will be a current employer who can comment on your suitability to work with children, however if this is not possible this can be a previous employer. We ask that friends and relatives are not named to provide a reference. We will ask for references from all candidates who are shortlisted and require both references to be received prior to interview and we may contact any previous employer listed on your form to clarify any information. Shortlisting will be based on the applicants' suitability for the post linked to the job description and person specification, please make sure your application matches these requirements.

All Visits are welcomed and it would be our pleasure to meet you and how you around our school. Please contact the school office on 01432 265153 to arrange this.

	<p>The Brookfield School</p> <p>JOB DESCRIPTION Class Teacher</p>
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RESPONSIBLE TO: Headteacher
Scale: Main Pay Scale / UPS + SEN allowance
Hours: Full Time

CORE PURPOSE

Responsibility for a Class within The Brookfield School, co-ordinating activities based upon the needs of the pupils. Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment.

MAIN DUTIE AND RESPONSIBILITIES

As a Class Teacher you are expected to undertake the following responsibilities:
(Any additional areas of responsibility will be discussed with the candidate dependent on experience)

Teaching, Assessment, Recording and Reporting

1. To create and maintain an inspiring, appropriate, safe and stimulating learning environment which promotes learning and the desire to learn in teaching areas and shared areas of responsibility.
2. To promote the well-being and holistic educational progress of all pupils, through a variety of teaching styles and learning situations that enhance and facilitate a learning environment which produces motivated, happy individuals, well prepared for adulthood.
3. To have a good knowledge of and teach within the curriculum guidelines and school policies, making appropriate use of these in conjunction with statutory obligations to provide a broad, balanced creative curriculum which is relevant to and differentiated for the pupils.
4. To develop the classroom environment and your methods of teaching in line with the current thinking and practice including through liaison with the school team and external agencies.
5. To undertake professional development to develop own teaching skills and areas of responsibility to the benefit and development of the whole school.
6. To liaise with other teachers in planning, delivery, evaluation and assessment observing and reporting on each area of the curriculum, especially the development and tracking of long term plans for the innovative and creative curriculum.
7. To assess the work of pupils on a regular basis in line with school policy, recording formative and summative assessments, tracking and reporting on pupils' progress through the use of school current assessments and standard assessment tests.
8. To attend pupil progress meetings and taking any actions identified in them to promote the learning and holistic progress of all pupils including updating and monitoring Individual Education Plans.

9. To prepare a summative assessment for each class pupil once every year for the purpose of providing a written report for those with parental responsibilities towards the Annual Review and a brief summary each term of progress.
10. To ensure that the preparation, marking and recording of assessments of pupils' work is carried out professionally and in accordance with agreed school policies.
11. To submit a planning forecast of work in line with school planning policies, maintaining own copies of plans with annotated assessment notes which inform future planning.
12. To understand and carry out the further duties associated with the role of class teacher including fostering a welcoming caring ethos that values the contribution and achievements of all members of the school community and leading assemblies
13. To ensure that preparations for parental consultation meetings are conducted in accordance with agreed school policies.
14. To promote the general ethos of the School.
15. To promote and maintain good home/school liaison and being readily available to parents/ carers for discussions and conveying relevant information to them when appropriate.
16. To provide advice and guidance to pupils on social and educational matters.
17. To encourage the development of a moral purpose and awareness among pupils, supporting their cultural and spiritual awareness and building their cultural capital.
18. To maintain awareness of current Health and Safety guidance and be responsible for the risk assessments of your own teaching areas within the Academy's policy for Health and Safety.

Appraisal

19. To participate in arrangements for the appraisal of your own performance.

Further Training and Professional Development:

20. To keep under review your methods of teaching and programmes of work, and participate in arrangements for your further training and professional development as a teacher.

Curriculum Development:

21. To participate in the preparation and development of courses of study, teaching materials, teaching schemes, methods of teaching and assessment and pastoral arrangements.
22. To take responsibility for specific Curriculum subject(s) or areas.

Discipline, health and safety:

23. To maintain oversight of the wellbeing of pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff meetings:

24. To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Administration:

25. To participate in administrative and organisational tasks related to the duties described, including registering attendance of pupils.

26. To manage or supervise anyone providing support in your class.

27. To contribute to the overall life and work of the school.

28. To take on and develop any additional areas of responsibility in line with the needs of the school and commensurate with your experience.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the school's financial regulations. This will involve complete monitoring reports and where necessary liaison with the School Business Manager.

Safeguarding Children and Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. All staff will be subject to safer recruitment checks.

Entitlements:

- Annual Performance Management Review
- Access to a range of professional development activities, including support groups and appropriate training
- Professional support from the Senior Leadership Team and other members of staff.



This job description will be reviewed annually as part of the Performance Management Cycle



This Job Description does not form part of the contract of employment. It describes the way the Class Teacher is expected to perform and complete the particular duties as set out above.

The post-holder will be expected to operate under the current Teachers Pay and Conditions of Service Document.



Person Specification– Class Teacher



Key Criteria in addition to the statements in the advert. Assessment, shortlisting & final selection will be assessed initially through candidates’ application forms and information. Shortlisted candidates will be further assessed through references and interview activities

Experience	Essential	Desirable	Experience	Essential	Desirable
<ul style="list-style-type: none"> • Excellent classroom practitioner and commitment to make learning engaging • Knowledge of safeguarding practices and procedures • Proven record of raising attainment • Experience of promoting positive behaviour conducive to learning and focussed on raising standards. • Experience of leading TA’s 			<ul style="list-style-type: none"> • Experience of teaching across the primary age range including EYFS • Experience of promoting highly effective communication within and between teams and other stakeholders in the school community • Experience of teaching pupils with additional needs including learning difficulties, ADHD/ Autism/ trauma based needs and attachment difficulties 		

Skills and Attributes	Essential	Desirable	Skills and Attributes	Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status • Ability to teach mixed ability groups • Support the policies, practices and ethos of the school • Knowledge and confidence in using IT for teaching and management purposes • Evidence of continued and recent professional development relevant to the post • Understanding of equality of opportunity issues and how they can be effectively addressed in schools. 			<ul style="list-style-type: none"> • Experience of leading a subject across school • Experience of working with children with additional needs • Experience of working with children who are at risk of exclusion 		



Personal Qualities	Essential	Desirable	Education & Qualifications	Essential	Desirable
<ul style="list-style-type: none"> • Ability to promote the school’s aims positively • Ability to develop good personal relationships within a team; making an effective contribution to high morale • Ability to create a happy, challenging and effective learning environment • Boundless enthusiasm, determination and drive to inspire others to achieve high standards • An appetite and stamina for challenging work • A solution-focused mind set and determined approach to raising standards members of the school community • A lively, creative and good humoured approach to all aspects of teaching • Ability and keenness to promote the school’s positive culture and ethos • The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment. • Understanding of a diverse range of teaching and learning styles and techniques. • Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards. • Good understanding of effective procedures for managing and promoting positive behaviour among pupils. • Good understanding of the role of parents and the community in school improvement and how this can be practised and developed. • Clear understanding of data analysis and the important impact this can have on achievement and attainment. 			<ul style="list-style-type: none"> • Ability to establish and develop close relationships with parents, Governors and the community • Ability to communicate effectively (both orally and in writing) to a variety of audiences. 		

Safeguarding	Essential	Safeguarding	Yes	No
Ability to perform a role that involves Constant contact with children.		This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020		
Ability to perform a role that requires engagement in regulated activity relevant to children.	