



**WE ARE** ASTREA

**CLASS TEACHER  
APPLICANT BRIEF**

**THE HILL PRIMARY ACADEMY**  
*Part of*  
**ASTREA ACADEMY TRUST**





## Open Letter from Principal

The Hill Primary Academy is a primary school in the heart of its community. As Principal, I am immensely proud to lead such a welcoming, hardworking and caring team. Also, to be able to work with kind, respectful children who want to learn and develop their understanding of the world is a privilege!

We are a vibrant, friendly two form entry primary school. We are proud to be a part of the Astrea Academy Trust, a family of 27 schools across South Yorkshire and Cambridgeshire with a proven track record of school improvement. 'Inspiring Beyond Measure' embodies The Trusts passion by stating our commitment to 'educate, not just school'.

The Astrea dispositions of Resilience, Empathy, Aspiration, Contribution and Happiness are encouraged and nurtured in all of our students in our academy and also in our staff – at both the academy and Trust level.

With over 370 pupils aged between 3-11 at The Hill Primary Academy, we have a strong ethos of inclusion. We encourage all children to be confident, independent learners, caring for themselves as well as others around them. We set ourselves high standards of respect, resilience and achievement. As a team we are constantly striving to provide our children with the best possible education and a range of opportunities.

At The Hill Primary Academy, our aim is to empower children in a life full of choices. We hope to provide experiences and the knowledge so that children can make informed decisions, encouraging children to take risks and to learn from their previous choices to help them to make better, informed choices as they move through life. We aim to foster a love of learning and develop enquiring minds through a curriculum especially tailored to our school and the needs of the children. Our curriculum drivers; heritage, knowledge of the world, cultural diversity, aspiration and healthy minds and bodies help our curriculum take shape. These drivers are our passions. We also place a high emphasis on the development of basic skills to support our children. We ensure that our children value themselves as unique individuals, respecting the differences and working together as a community to enable our children to develop as responsible citizens.

Last year the school opened a successful community hub that supports adult learning, mental health and wellbeing and a number of opportunities for members of the community to come together for a collective cause. We hope to continue our work on this over the coming years to strengthen our community links. Parent partnerships are regarded with upmost importance at The Hill. Only when working with parents and carers and sharing a common goal, do we achieve the very best for our children.

**Mrs Emma Cadman**  
**Principal at The Hill Primary Academy**



# JOB DESCRIPTION

<b>SALARY</b>	Main Pay Scale
<b>CONTRACT TYPE</b>	Permanent
<b>WORKING PATTERN</b>	Full time
<b>HOURS PER WEEK</b>	32.5

## Purpose

To maintain a high standard of quality care and education through an excellent balanced, varied, and fun curriculum.

To teach children, in accordance with academy aims and policies and National Curriculum requirements, to achieve their maximum potential.

To promote the welfare of children within the academy and to safeguard their interests at all times.

To work effectively as a member of the teaching team contributing to the care and holistic well-being and development of children.

## Key Accountabilities

- Set high expectations which inspire, motivate and challenge all pupils
- Promote good progress and outcomes by all pupils
- Demonstrate good subject and curriculum knowledge
- Adapt teaching to respond to the strengths and needs of all pupils
- Plan lessons (in line with minimum expectations) and teach well-structured lessons
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

## Key Responsibilities

### Set high expectations which inspire, motivate and challenge all 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.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all pupils.

### Promote good progress and outcomes by all pupils

- Promote high standards of attainment, progress and outcomes for all pupils.
- Plan differentiated teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary.
- 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' interests in these subjects and address misunderstandings and misconceptions.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject
- Ensure all pupils have access to a broad, balanced and relevant curriculum.

### **Plan lessons (in line with minimum expectations) 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 and assess 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.

### **Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to learn more effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and implement strategies to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning 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.
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of pupils.

### **Make accurate and productive use of assessment**

- Make accurate and productive use of assessment in line with the expectations of the academy.
- Make effective use of a range of assessment for learning techniques to measure progress in lessons.
- 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' 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 clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, 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 needs in order to involve and motivate them.



- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively (where available).
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents, carers and external agencies with regard to pupils' achievements and well-being.

### **Personal and Professional Conduct**

- Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy.
- Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality.
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities.

### **Values**

- Makes the education of pupils within the academy the main purpose of the role of the teacher.
- Accepts accountability for achieving the highest possible standards in their own work and conduct and to be able to be self-critical and reflective.
- Acts with honesty and integrity at all times.
- Is able to forge positive professional relationships.

### **Safeguarding/Child Protection**

- Understands, accepts and follows the academy's Safeguarding / Child Protection procedures in order to protect the safety of all children and vulnerable adults.
- To report matters of concern in line with the academy procedure



# PERSONAL SPECIFICATION

## Experience

- Successful teaching experience or evidence of successful completion of initial teacher training
- Successful classroom experience in a primary setting

## Capabilities

- Qualified Teacher Status or working towards
- Evidence of participation in professional development or study
- Commitment to ongoing and professional development
- Knowledge of the National Curriculum requirements
- Understands and values the processes of planning monitoring and evaluation as an aid to raising standards

## Skills

- Excellent classroom practitioner
- Ability to relate to and motivates pupils
- Works well within and contributes to team development
- Ability to work under pressure and recognise and manage stress
- Highly organised
- Good written and oral communication skills
- The ability to interpret statistics to support academy improvement
- Enthusiasm and determination
- Responds effectively to daily challenges
- Clear knowledge of and commitment to Safeguarding

## **This is not exhaustive.**

*Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)*