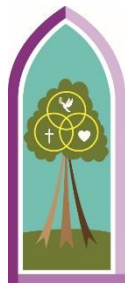




Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Trinity
CE First School

Classroom Teacher



Recruitment Pack



Welcome to the Diocese of Salisbury Academy Trust (DSAT)

and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-two academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at www.dsat.org.uk. We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

This recruitment pack includes:

Our School

Brief outline of who we are and what we do

Job Advert and How to Apply

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

Job Description and Person Specification

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

DSAT Vision and Values

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

Equal Opportunities Monitoring Form

We are committed to equality in the workplace and supporting the development of all our employees.

Privacy Notice

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.



Trinity
CE First School

Letter from Headteacher

Trinity CE First School

Coopers Lane
Verwood
BH31 7PG
Dorset

Telephone: 01202 821704

Email: office@trinityverwood.dsat.org.uk

Dear Colleague,

Thank you for your interest in the post Class teacher at Trinity CE First School within the Diocese of Salisbury Academy Trust (DSAT). I hope that the information you will find on our website, as well as in this pack, encourages you to apply for this position.

We are a one form entry school with a strong Christian ethos. Our school vision statement "Growing in Faith, Hope and Love" underpins everything we do, helping to create a family atmosphere where we go "Beyond expectations for all of God's children"

We are seeking to appoint an enthusiastic class teacher who is passionate about learning. You will be joining a highly motivated, committed and ambitious team.

Visits to the school are warmly welcomed. If you would like further information about this position, or would like to arrange a visit, please contact the school Administrative Officer – Ashleigh Worsley by email on office@trinityverwood.dsat.org.uk or telephone 01202 821704

We look forward to hearing from you.

Best wishes,

J.M.Green.

Mrs J M Green

Headteacher



“Growing in Faith, Hope and Love”

Vision Statement:

‘At Trinity we believe that every child is unique and special, made in the image of God. Nurturing and developing our children based on our core principles of **faith, hope and love** is at the heart of what we do. **Faith** in God and His love for us, **faith** in those around us leading to us feeling safe and secure, **faith** in our own abilities and potential. **Hope** that with God walking with us, whatever challenges arise, we will overcome and succeed, as individuals, collaboratively and as contributors to the wider community. **Love** for God and His creations, **love** for ourselves and our individuality, **love** for those all around us in all their glorious diversity.

‘And now these three things remain, faith, hope and love. But the greatest of these is love.’
1 Corinthians 13:13

Each of the 3 key principles is unpacked into three further meaningful and familiar words that the children can understand. The significance of three is linked to our school Trinity. These are then embedded into the daily rhetoric of the school and focused on within the classroom, around the school, linked to Praise worship and school rewards. These values and their meanings become embedded in the culture of the school.

Faith

- **In God** - We trust in God and believe that all things are possible through our Christian faith.
- **Integrity** - Being honest and showing our strong moral principles through our actions.
- **Justice** - Taking responsibility for our actions and accepting that our choices choose the outcomes.

“If you can?” echoed Jesus. “All things are possible to him who believes!” **Mark 9:23**

Hope

- **Positivity** - How we as individuals chose to respond to external circumstances.
- **Optimism** - Taking the view that everything will work out according to God’s plan and all will be well.
- **Perseverance** - Valuing the ability to keep going and overcome difficulties when growing and developing ourselves is more challenging.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” **Jeremiah 29:11**

Love

- **Forgiveness** - Understanding that we must forgive ourselves and others as we make mistakes.
- **Compassion** - Showing sensitivity to the needs of others and going out of our way to act with kindness.
- **Thankfulness** - Being grateful and appreciating God’s blessings to us all, the gifts from others and appreciating what and who we have.

‘Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, and always perseveres.’ **1 Corinthians 13:4-7**

Job Advert

Job Title	Classroom Teacher
Academy Name	Diocese of Salisbury Academy Trust
Location	Verwood, Dorset
Contract Type	Permanent
Salary	MPS 1-6
Pension	Teachers' Pension
Contact	Ashleigh Worsley 01202 821704 or email office@trinityverwood.dsat.org.uk
Closing Date	Monday 23 rd June 2022
Interview Date	Thursday 26 th June 2022
Start Date	September 2022

Trinity CE First School is a one form entry church school situated in Verwood, Dorset, in a growing community.

We are seeking to appoint an excellent Class teacher, year group to be confirmed, possibly EYFS, from September 2022 to join our friendly and enthusiastic staff team. Applications are welcome from both experienced and newly qualified teachers.

The teacher appointed will:

- Is passionate about learning and has a proven track record as an excellent teacher
- have an understanding of the curriculum from EYFS to Year 4
- have a thorough understanding of assessment, standards and progress data - and of data analysis
- have the capacity, now or in the future, to lead an aspect of learning across the school
- has high expectations of the children in their class
- is able to work effectively as part of a team on whole school issues and share good practice
- puts the children's needs at the heart of all they do
- has excellent communication and inter-personal skills
- engage positively with parents/carers in the promotion of children's learning
- respect and promote our school's Christian values
- have due regard for our school's role as a Church School
- adapt and respond both positively and proactively to changes and expectations in line with the Academy Improvement Plan and Senior Leadership Team requirements

What we can offer you:

- enthusiastic and inspiring children
- welcoming, friendly and supportive team environment
- learning Assistant within each class
- a caring and committed leadership team with a strong commitment to continuous professional development
- collaborative approaches to developing teaching and curriculum based upon current research
- partnership within a forward looking and expanding DSAT network of schools
- exciting opportunities to grow and develop

Applications for this post must be received by Monday 23rd June 2022.

How to Apply

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give us a call and we will be happy to help you with as much detail as possible to support this process. We encourage visits to our academies, and these can be arranged between yourself and the school.

When you have enough information to make your decision to apply, please complete all sections of the application form.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews are planned for **Thursday 26th June 2022** and further details about the interview process will be emailed to the candidates as soon as possible.

If you do not hear from us by the end of the working day **Tuesday 24th June 2022**, please assume that you have not been taken forward to the selection stage but thank you so very much for taking the time to apply.

Visits to the school will be held on the following days:

Monday 16th June 2022 – 1pm and 4pm

Tuesday 17th June 2022 –1pm and 4.30pm

To apply for this role you are required to complete our application form and return it to the school before the closing date.

We look forward to hearing from you.



Job Description



Job Title: Teacher

Reports To: Headteacher

Grade: MPS 1-6

Salary Range: £25 714 - £36 961

Key Responsibilities:

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

Trinity CE First School is committed to safeguarding and promoting the welfare of children and young people; this is a commitment which we expect all staff and volunteers to share. The successful candidate will be required to have a Disclosure and Barring Service check in line with the Governments safer recruitment guidelines.

Main Duties:

1. Planning, Teaching and Class Management

- To teach allocated pupils by planning their teaching to achieve progression of learning through:
 - 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 use of assessment and ensure coverage of programmes of study;
 - ensuring effective teaching and best use of available time;
 - monitoring and intervening to ensure sound learning and discipline;
 - working in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;
 - putting the needs of the school's pupils first and actively promote and enthusiasm to learn;
 - actively promoting environmental sustainability;
- To use 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 resources and develop study skills through library, ICT and other sources;
 - ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
 - evaluate their own teaching critically to improve effectiveness.
- To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum.
- To take 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 literacy and numeracy.
- To encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- To use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

- To manage parents and other adults in the classroom.

2. **Monitoring, Assessment, Recording, Reporting**

To:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets 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.

3. **Other Professional Requirements**

To:

- have attained the National Standards for Qualified Teacher Status;
- enhance and update their teaching skills through continuing professional development;
- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time be determined.

4. **To fully comply with the Trust's safeguarding policy.**

5. This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.



Person Specification

	Essential	Desirable	Assessed
Qualifications	<ul style="list-style-type: none"> Have Qualified Teacher status Use of ICT to support teaching and learning 	<ul style="list-style-type: none"> Proven experience of teaching in EYFS to Year 4 	Application reference interview
Knowledge and Experience	<ul style="list-style-type: none"> A secure knowledge of the KS1/2 curriculum including EYFS A secure knowledge of phonics Ability to plan and deliver stimulating lessons Have an understanding of how to use assessment for learning Be able to keep detailed records and monitor children's progress Be able to use a variety of behaviour management strategies Have an understanding of SEND Keep up to date with current initiatives 	<ul style="list-style-type: none"> Evidence of recent and relevant professional development 	Application reference interview
Skills and abilities	<ul style="list-style-type: none"> Be an excellent teacher Ability to differentiate for individuals Have an understanding of learning styles and child development Be able to work as part of a team Have the ability to lead curriculum subjects 	<ul style="list-style-type: none"> Use data to inform school target setting Experience of leading a curriculum area in school Ability to promote the school's Christian values and established ethos 	Application reference school visit interview
Working with others	<ul style="list-style-type: none"> Be able to build positive relationships with children and adults Be a role model to staff, children and the community Liaise with and report to parents, governors and outside agencies Show experience of working alongside others 		Reference school visit interview
Personal Qualities	<ul style="list-style-type: none"> Organised Flexible Enthusiastic Committed Self-motivated Excellent communication and interpersonal skills Show initiative Be reflective on own practice Have a desire to engage in professional development Good sense of humour 		Reference school visit interview



Diocese of Salisbury Academy Trust

'Beyond expectations for all of God's children'

Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

Children and young people at the heart of all we do

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

Faithfulness to our Christian tradition

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

Striving for excellence

We love learning and are passionate about the high standards we can achieve in all aspects of life.

Collaboration

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

Celebrating success

We celebrate the achievements of every individual and share our successes widely.



'I can do everything through Christ, who gives me strength'



Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. From January 2021, the Trust has twenty-two academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The Salisbury Diocesan Board of Education (SDBE), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to www.dsat.org.uk/welcome