



## Application Pack

### Class Teacher with Leadership Responsibilities



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# Letter from Catherine Paine, 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.

**Catherine Paine**

**Chief Executive, REAch2 Academy Trust**



# Letter from Matthew Clark, Head Teacher, The Robert Fitzroy Academy

Dear Applicant,

Thank you for taking an interest in the post of Class Teacher with Leadership possibilities at The Robert Fitzroy Academy.

The Robert Fitzroy Academy (RFA) opened as a brand new primary academy in 2012. Now settled in our award-winning buildings, RFA has embarked on an exciting journey providing exceptional educational experiences for our children.

The RFA is part of the REAch2 (Raising Educational Achievement for Children) Academy Trust. The Trust is the largest '*primary only*' Academy in the country and aspires to create a family of primary academies that have a strong reputation for delivering outstanding education for all pupils whilst supporting schools to keep their individual flair and creativity. Reach2 has worked hard to establish its ethos and core values resulting in happy, vibrant learning environments where children are motivated to achieve. Within Reach2, there are learning – centred and tailored CPD available and long term career opportunities and prospects.

This role represents a fantastic opportunity; you will join the Senior Leadership team to help build on our excellent reputation and thus have a real impact on its overall development. We are looking to establish and embed effective routines, key policies and improve the quality of teaching and learning in the school. This will include implementing and developing an engaging creative curriculum, developing the use of lesson structures, research informed practice and establishing continued parental involvement in our school community.

I am seeking to appoint staff that are positive, highly motivated and quality practitioners, who flourish with challenge and have the skills and attributes necessary to help drive our school forward. I am committed to supporting the professional development of all members of staff and welcome applications from teachers at all stages of their careers who are seeking new opportunities.

If you feel that you would like to join the school at this exciting time and play a major role in helping our school reach its potential, please fill in the enclosed application form and return it to the school.

Visits to the school are very welcome and can be arranged through the school office by emailing [ask@robertfitzroyacademy.com](mailto:ask@robertfitzroyacademy.com) or telephoning: **0208 662 9700**.

I look forward to hearing from you.

**Matthew Clark**

**Head Teacher**

**REAch2 Academy Trust**

# 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)



### **KS1/KS2 Class Teacher with leadership responsibilities**

<b>Post:</b>	Classroom Teacher KS1/KS2 with leadership responsibilities (this position is not suitable for ECT's)
<b>Salary:</b>	Outer London Main Pay Scale (salary negotiable dependent on experience)
<b>School/Location:</b>	Robert Fitzroy Academy
<b>Start Date:</b>	September 2022
<b>Closing Date:</b>	12pm mid-day Thursday 19 <sup>th</sup> May

#### **Who are we?**

The Robert Fitzroy Academy is a primary school in Croydon situated in the heart of the local community. Our fundamental belief is that the **whole child is the whole point**.

It is our goal to create a school where children can achieve academically but also flourish as citizens of the world.

#### **What are we looking for?**

The Robert Fitzroy Academy would like to appoint qualified, skilful and passionate class teachers for KS1/KS2. This is an excellent opportunity to join our supportive teaching team. Do you possess the skills that would make a real difference to children's learning? Do you have a commitment to raising standards? Are you a good/outstanding teacher and are looking for an exciting school? If so, you are just the person for us.

We are looking forward to hearing from talented teachers who wish to join our committed staff team; who are confident in their ability to encourage, engage and inspire our children to become independent lifelong learners.

We wish to appoint excellent KS1 or KS2 teachers for September 2022 who will:

- Make learning irresistible, effective and inclusive;
- Be committed to raising the standard of learning for all pupils
- Embrace and develop the reflective pedagogy necessary to implement consistently good or outstanding teaching and learning ensuring all pupils make good progress;

- Be committed to on-going professional development;
- Contribute to the wider life of the school;
- Contribute to a dynamic and inspiring school environment;
- Have experience and knowledge of teaching EAL, SEN and PP pupils.

#### **What can we offer you?**

- An active school community with supportive parents and a team of remarkable staff;
- An award winning learning environment;
- A supportive working culture that focuses on positive learning behaviour and high expectations for all children;
- Opportunities to support the school in moving forward, whilst achieving your own career aspirations
- A commitment to opportunities for your professional development
- The chance to work with a supportive family of schools (REAch2 trust) who share the same passion for primary education.
- A senior leadership team that believes in distributive leadership and says 'yes' to good ideas;

We welcome applications from any individuals who are high quality practitioners from KS1 and KS2; ready for leadership who flourish with a challenge and believe they have the attributes necessary to help establish and shape an outstanding school with the highest possible aspirations for it's pupils.

#### **Want to come and see us?**

Visits to school are warmly welcomed; we would love to meet potential candidates for a school tour and informal discussion about the position available. In the eventuality that you are unable to visit in person, we are happy to host a virtual meeting in order for us to answer any questions you may have.

Please contact the school office – t: 0208 662 9700 to make an appointment with a member of the SLT.

#### **Find out More**

Our website [www.robertfitzroyacademy.com](http://www.robertfitzroyacademy.com) is full of information about our school. We also have a lively social media culture at the school which we would expect you to contribute to if you join us. You can see all our social media in one place on the **Latest News** tab on our website.

#### **KEY DATES**

**Closing date: 12pm mid-day Thursday 19<sup>th</sup> May**

We reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a good level of response.

Therefore, we would recommend that you submit your application as early as possible.

Please note only successful candidates will be notified.

**Interviews: 25<sup>th</sup> & 26<sup>th</sup> May**

**Full details of the interview process will be emailed to successful candidates, please ensure we have the correct email address.**



# The application

You are invited to submit an application form to **Debbie Tapson HR and Office Manager – [Deborah.tapson@robertfitzroyacademy.org](mailto:Deborah.tapson@robertfitzroyacademy.org)**

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](#) 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 **the school office on 0208 662 9700 or [ask@robertfitzroyacademy.com](mailto:ask@robertfitzroyacademy.com)**

## The application process and timetable

<b>Application deadline:</b>	12pm mid day Thursday 19 <sup>th</sup> May
<b>School visits:</b>	Please contact the school office
<b>Interviews:</b>	25 <sup>th</sup> & 26 <sup>th</sup> May
<b>Contract details:</b>	Permanent
<b>Salary:</b>	Outer London MPS negotiable depending on experience
<b>Start date:</b>	September 2022

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. RFA is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. An Enhanced DBS disclosure check is required for this post.

Applicants who have lived/travelled abroad for more than 6 months within the last 10 years will also need to obtain criminal records check from the relevant country.

## 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 with leadership possibilities

**Salary:** MPS (negotiable depending on experience)

**Responsible to:** Head Teacher

### Job Purpose

### Main Responsibilities

- To carry out all the professional duties of a teacher as set out in the current School Teachers' Pay and Conditions document
- To continue to meet the required Standards for Qualified Teacher Status
- To teach pupils in the age range 4 – 11 and take responsibility for a class as directed by the Head teacher having due regard to statutory frameworks and school policies
- To provide an effective, stimulating and well organised classroom and be an enthusiastic teacher, whose classroom practice demonstrates ability to help children achieve success
- To take a lead role in the development of one area of the school (for suitable, experienced applicants)

### Teaching, learning and assessment

- Be an effective and professional class teacher by demonstrating good practice in:
  - i. planning for effective learning by using clear learning goals and activities appropriate to the subject matter and the children being taught
  - ii. providing clear structures for lessons, and for sequences of lessons, which ensure progression, pace and challenge
  - iii. assessing and recording children's progress systematically with reference to the school's agreed practice and use this to inform planning
  - iv. marking and monitoring work, providing effective feedback and setting targets for future progress
  - v. using teaching methods which sustain the momentum of children's work and keep all children engaged maintaining a purposeful working atmosphere
  - vi. setting high expectations for children's behaviour, establishing and maintaining a good standard of discipline
  - vii. establishing a safe environment where respect and positive relationships flourish
  - viii. creating a stimulating and interesting classroom where curiosity, questioning and exploration are encouraged
  - ix. creating opportunities for co-operative working and for developing independence

- x. make appropriate educational provision for children with SEND, Gifted and those learning with EAL, with support from the SENDCO

- Implement and keep records of individual progress on learning or behaviour targets for pupils in line with the SEND Code of Practice
- Provide for the spiritual, moral, cultural, emotional and physical welfare of children.
- Select and make use of ICT skills for classroom and management support
- Be sensitive to issues relating to cultural considerations and equal opportunities and to ensure that appropriate action is taken to reduce and remove any inequalities that are identified
- To take responsibility for other adults in the classroom ensuring they are effectively used to support the children's learning
- Undertake any other reasonable and relevant duties in accordance with the changing needs of the school
- Work closely with colleagues to undertake medium and short term planning and the implementation of agreed Schemes of Work
- Ensure Health and Safety policies and practices including risk assessments, are implemented where appropriate

### **Knowledge**

- Have a secure knowledge of primary subjects and the relevant statutory and non-statutory curricula frameworks across the school
- Promote your subject across the school or begin to prepare for teaching and learning responsibilities
- Be familiar with and carry out all agreed school policies as an effective team member.
- Be familiar with the SEND Code of Practice and identification, assessment and support of children with special educational needs
- Act at all times in accordance with national, local and school Health and Safety and Child Protection Policies and guidelines
- Support the aims and the ethos of the school by setting high standards

### **Communication and working with others**

- To ensure that each child, regardless of ability, race, sex, religion or background has a positive self-image and is aware of being valued
- To recognise and respect the contributions of parents and carers in their children's well-being, learning and the life of the school
- Communicate effectively with parents on the progress and welfare of their children as appropriate e.g. informal discussions, Parents' Evenings, report writing, SEN reviews etc.
- To attend and fully participate in staff meetings and discussions
- Establish and maintain effective working relationships with colleagues

- Demonstrate a commitment to collaboration and co-operative working
- Foster good relationships between the school and the wider community
- To lead and manage CPD in area of responsibility (for those seeking leadership role)

### **Professional Development**

Develop in a professional capacity by:

- Evaluating your performance and show a commitment to improving your practice through professional development
- Participating in the Academy's appraisal system (not applicable to NQT)
- Acting upon advice and feedback and be open to coaching and mentoring

### **Other duties and responsibilities**

- To carry out any other such duties, which may be, required from time to time in order to meet the changing needs of the school
- Lead when appropriate
- Support the implementation of the School Improvement Plan
- Liaise with the Monitoring Governors as necessary
- Other duties to be agreed following discussion with the Leadership Team

## Person Specification

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be short listed and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements. Those categories marked 'S' will be used especially for the purposes of short listing.

<b>Job related knowledge/aptitude/skills:</b> <b>(SHORTLISTING CRITERIA Marked 'S')</b>	
<b>Education &amp; Training</b>	
Qualified Teacher Status, DfE number and satisfactory DBS check	<b>D</b>
Have relevant training	<b>E</b>
Experience of teaching KS1 or KS2`	<b>D</b>
Experience of leading a curriculum area	<b>D</b>
Evidence of excellent teaching	<b>D</b>
Evidence of a commitment to safeguarding and promoting the welfare of children and young people	<b>E</b>
<b>Personal Qualities</b>	
Personal philosophy in line with the school's mission and aims	<b>E</b>
Commitment to promote and support the aims of REAch2	<b>E</b>
A positive outlook, integrity, flexibility, enthusiasm and energy to persevere and succeed	<b>E</b>
Good communication skills – written and verbal	<b>E</b>
Open, positive and receptive towards coaching, and improvement	<b>E</b>
Confidentiality, commitment and loyalty to whole school activities	<b>E</b>
Commitment to equality and opportunity in a modern multicultural society	<b>E</b>
Sense of fun , joy for learning and teaching children	<b>E</b>
Commitment to improving our pupils life chances	<b>E</b>
<b>Circumstances</b>	
This post is exempt from the Rehabilitation of the Offenders Act. Any criminal convictions will need to be declared if you are appointed	
Right to Work in the UK	

<b>Equal Opportunities</b>	
A commitment to implement the schools equal opportunity policy	<b>S</b>
Demonstrate a clear understanding of equal opportunities issues as they affect pupils and their families	<b>S</b>
<b>Abilities – Essential Desirable</b>	
Ability to reflect on own personal strengths and identify areas for development	<b>E</b>
Ability to build excellent standards of learning and behaviour using a range of positive strategies	<b>E</b>
Ability to work creatively, flexibly and respectfully with children and adults	<b>E</b>
Ability to use ICT effectively for learning, including an interactive whiteboard	<b>E</b>
Ability to use a range of assessment for learning strategies to inform planning and teaching	<b>E</b>
Ability to create and maintain a tidy, purposeful and stimulating learning environment in accordance with the school policy	<b>E</b>
Ability to teach clearly structured, active, engaging lessons which motivate and interest all pupils so that they make excellent progress	<b>E</b>
<b>Knowledge and Understanding</b>	
Understand the teaching and learning cycle, the varying needs of children and how different children learn	<b>E</b>
Understand the importance of safeguarding	<b>E</b>

## Staff teams and Structures

The Robert Fitzroy Academy enjoys generous staff: pupil ratios with full-time teaching assistants or Higher Level Teaching Assistants in all classes, specialist music, PE and art teachers to cover PPA and additional teaching staff providing interventions.

Team working is a noticeable feature of our school culture. Each phase, EYFS, KS1 and KS2 are led by Leaders who shape and develop the curriculum for their phase and organise many aspects of the day-to-day running of the classes. They are also well-positioned to be involved in quality assurance of provision, in the implementation of school policy and contributing to the school vision.



Subject leaders are well supported by the Senior Leadership Team and are instrumental in innovation and ensuring best practice in their areas. The school is well resourced and all areas have a generous budget attached. Subject leaders play a key role in developing the practice of peers and actively contribute to the school's CPD programme.




**Sound like the school for you? Come in and have a chat!**



## What do our staff think?

	<p><b>Laura Channell - Class Teacher and The Arts Lead</b></p> <p>I began my teaching journey at RFA in 2015 as a newly qualified teacher and I am so excited to be embarking on my 7<sup>th</sup> academic year here!</p> <p>From the moment that I entered the school building all those years ago, I knew that this was somewhere incredibly special. From the inspiring learning environment, the motivated and passionate staff, to the enthused and happy children – RFA is a place where everyone can flourish. When I started, I joined as a Year 3 teacher and this was the top year group that the school had. It was so exciting to be part of a growing school and to be part of helping to shape that growth. Now that we have had several years at full capacity, it is amazing to see how the school has developed since I first walked through the door. As a teacher, it has been amazing to develop my skills in the classroom and across the wider school through excellent, specific and tailored CPD which is held each week. Everyone at RFA is encouraged to be the best version of themselves for our children. Since working at RFA, I have been entrusted to construct and implement the arts curriculum across the whole school which includes Music, Art and Design Technology. Throughout my time here at RFA, I have been supported throughout my development as a teacher and a leader. The ethos and vision of the school are evident throughout the entire building and everyone at RFA plays an integral role in ensuring that it is the best possible learning environment in which our children can learn. One of the things that I love the most about working here is the sense of ‘team spirit’ that runs through the staffing team. I feel incredibly lucky to be part of such a driven and outstanding team of people as well as working with such magical children! It really is a special place to be.</p>
	<p><b>James Fray – Sports Coach</b></p> <p>My Robert Fitzroy Academy journey started in January 2017. During my first year at RFA I was able to set up various sports teams, with the help of supportive staff members such as a football team, netball team, athletics team and a tag-rugby team. These sports tie in with our enrichment curriculum throughout the year and our after school sports clubs. As these sports are very popular at RFA I have been lucky enough to access a few courses to keep myself and the school up to date with the latest ideas for these specific sports, to ensure the children are getting the best provision possible. Alongside my PE responsibilities, the Senior Leadership Team has supported me becoming an Emotional Literacy Support Assistants (ELSA)/mentor. Accessing the ELSA course has given me a better understanding of how to enable our children to become confident around the school, as well as supporting our vulnerable children to gain a better understanding of their own emotions through mentoring interventions.</p>

	<p><b>Jola Lemin Class Teacher , Year 2 Team Leader and Computing Lead</b></p> <p>Having joined the RFA in 2015 I am about to begin the 7th year of my journey. You cannot help but be excited and enthusiastic in this space, whether you're inspired by your colleagues, the children or the beautifully bright and inviting learning environment. Since arriving as an RQT, the RFA has afforded me the opportunity to redesign our Early Years provision as well as lead subjects and year group teams from EYFS to across KS1. Our school encourages us all to be leaders in our own right and the experiences we have offered our children over the past 9 years are nothing short of exceptional. By the end of this academic year my first Reception class will be leaving for secondary school and having now nearly watched their RFA adventure from start to finish I cannot have imagined growing my teaching career anywhere else.</p>
	<p><b>Dan Biswas Class Teacher</b></p> <p>At the very beginning of my journey at the Robert Fitzroy Academy, I knew I was at school that clearly stood out. From its vibrant and energetic atmosphere to the wide range of lessons and activities offered, RFA demonstrated as a school it valued innovation, passion and a highly nurturing approach to education. I joined the school as an NQT in 2019 and from my first day, I felt like a valued and trusted member of the community. Through the excellent academy trust programme, I have been given the opportunity to develop and grow my own teaching practice. This was especially apparent through the Covid-19 pandemic, in which the school ensured that as NQTs, we were fully supported in every way. Over the last two years, I have continued to gain experience and confidence working alongside a fantastic team of enthusiastic and encouraging individuals. At RFA, the whole school experience is truly special.</p>
	<p><b>Laura Wallace, Class teacher, Assistant Head and English Lead</b></p> <p>My Robert Fitzroy Academy journey started 4 years ago. First, I was attracted because of the school's digital presence on their website, Twitter and inspiring videos, but also a line in the job advert that stated, 'Any idea is a good idea'. It spoke volumes to me as being a place of trust, development and innovation. Since I started here as a Team Leader, I have had nothing but a great experience with both staff and children alike. There is such a strong sense of community and learning that you can't help but get caught up in it. The school provides fantastic development opportunities and through support from the headship team, I have had the privilege to become a Specialist Leader in Education (SLE) where I can offer support within our school and other schools within the trust. Over the last three years, I have gained experience and confidence, developed my teaching and leadership and joined a family that I feel truly part of. Here, the whole child really is the whole point.</p>

	<p><b>Sri Gowri Dasari - Teaching Assistant</b></p> <p>My journey at Robert Fitzroy Academy began in September 2018 as a newly qualified Teaching Assistant. Prior to joining RFA, I worked in different banks. My decision to switch from banking roles to teaching and joining RFA has been really fantastic. It has allowed me to work on an area I am passionate about- to be able to work with children and help them achieve their dreams. Everyday at RFA is different. The experience that RFA gives to its TAs is almost on par with teachers. The quality of training and the depth of experience that RFA has provided so far has been wonderful. The staff here are enthusiastic and passionate about what they do and they all have a common dream and vision- to provide the best for all the children here at RFA. The last few months since the pandemic has begun has been challenging for all of us but even in these difficult times it has been great to work within the constraints and still be able to help the kids not lose track of their learning goals. I feel extremely lucky to be a part of this Wonderful Team.</p>
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