



Class Teacher with a Teaching and Learning Responsibility (TLR3) Recruitment Pack



PIONEER LEARNING TRUST
Pursuing Excellence and Equity



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PIONEER LEARNING TRUST
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Welcome



Dear Applicant

Thank you for your interest in our vacancy for a Class Teacher with a Teaching and Learning Responsibility (TLR3) for leading on implementing elements of best practice within a specific year group. Our Governing Body and Leadership Team are excited to be expanding leadership in the school by recruiting an exceptional teacher to join the team and contribute to raising attainment and standards by leading the implementation of best practice in a year group. This post holder will work with the school's leadership team and other implementation leaders to deliver the outcomes outlined in the school's improvement plan.

Chantry is a large and inclusive three form entry school in Lewsey Farm and is proud to be part of the Pioneer Learning Trust. With high standards across the school, we are looking for an ambitious school leader to share our vision in taking our school to the next stage of its journey.

Chantry has a diverse community and, as a Values-based school, holds an Enhanced Quality Mark celebrating the rich, values driven, philosophy which underpins the ethos, curriculum and the learning. As a result of this work, the school has seen tremendous and continuous improvements in all areas, most notably in pupil attitudes, aspirations and achievements.

A school which has 100% commitment to the Trust's overall mission – Pursuing Excellence and Equity – Chantry has seen significant improvement in outcomes of disadvantaged pupils, alongside improvements in attainment overall. Chantry has achieved KS2 outcomes consistently above National both pre and post pandemic with highly effective use of Pupil Premium funding to secure outstanding outcomes in our disadvantaged pupil group.

The school is a vibrant and diverse community proud of their work and proud to be a part of the Pioneer Learning trust. Pioneer is a 'primary specialist' Multi Academy Trust based in Luton. The Trust currently consists of Chantry Primary Academy, Southfield Primary School and Whitefield Primary Academy and has ambitious plans to grow to over the next two years. Overall, the Trust currently has around 1600 pupils and 300 staff currently.

Chantry's role in the Trust is key, with the Business Hub housing the Central Team being based in the school itself. Previously a National Support School led by a National Leader in Education, Chantry remains at the heart of our Trust's School Improvement offer, together with the strong leadership and Specialist Leaders from across the whole Trust. We are excited to be in a position to welcome a new Class Teacher with Teaching and Learning Responsibilities to the Pioneer family.

We look forward to meeting you.

Noshin Hussain | Headteacher

Cori Bateman | Chief Executive Officer



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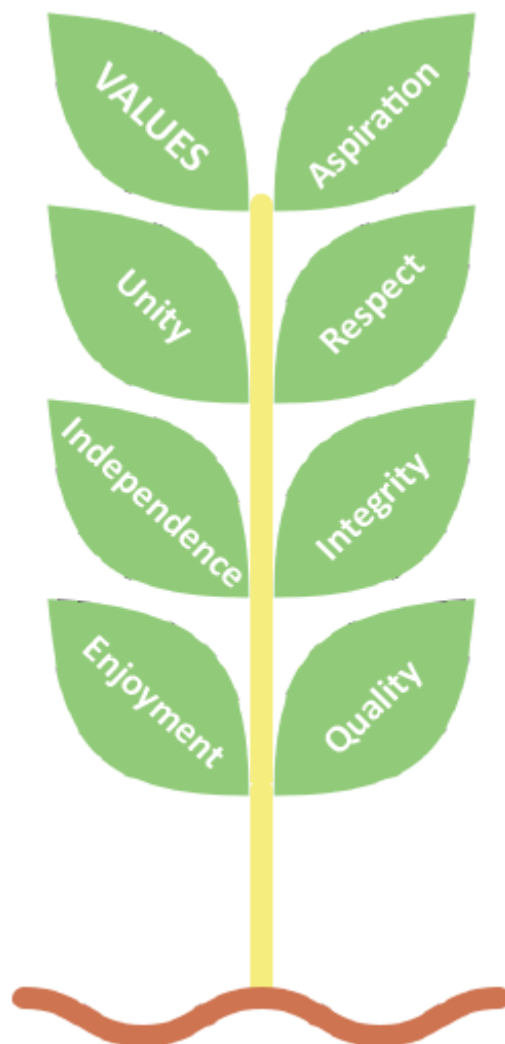
The Pioneer Learning Trust Vision and Values

The vision – to provide our pupils with the highest possible quality of education through excellent curriculum provision and first rate teaching, in order to achieve our mission of all pupils having an equal opportunity to achieve a successful future in education and work.

A Values Based Trust

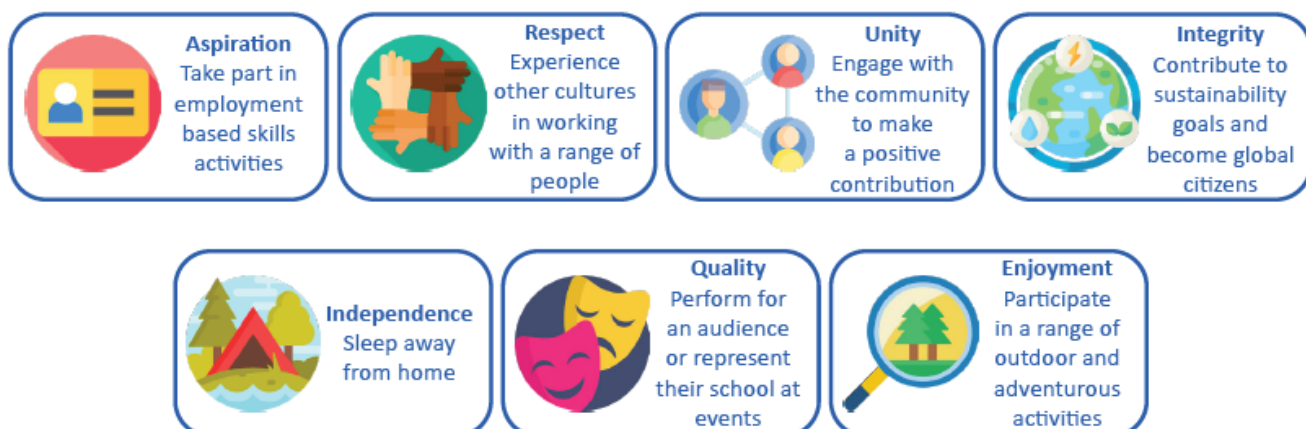
PLT academies work collaboratively with our shared values. The Trust is focused on partnership in the pursuit of excellence and equity for all pupils through our shared vision:

- A curriculum designed for our children
- Collaborate, innovate and reciprocal practice
- Relentless pursuit of excellence for all
- Safe and inclusive learning environment
- Inspiring children to love learning
- Broaden horizons through opportunities
- Maintain each school's unique identity
- An open culture of challenge, support and growth
- Recruit, train and retain high quality staff



The Pioneer Promise

As a school within the Trust Chantry is fully committed to providing an exceptional quality curriculum and experience for all of our pupils, including all opportunities within the **Pioneer Promise**:





PIONEER LEARNING TRUST

Pursuing Excellence and Equity

Our Pioneer Promise to Staff

Independence Aspiration Respect Integrity Quality Enjoyment Unity

Team ethos focused on collaboration and networking



FREE staffroom refreshments for all plus FREE lunches when eaten with children



100% attendance day



Flexible approach to time off for family needs and events



Comprehensive staff discount scheme



Discounted on-site childcare before and after school



Childcare voucher scheme available for all staff or support in accessing the Gov.uk Tax Free Childcare scheme



Open door policy in SLT to support staff, including response to urgent out of hours needs



Employee Assistance Programme including FREE face to face counselling services for staff and their families



Work/life support day for teachers to help manage 'pinch points' in family life and/or work life



Provision of dedicated leadership time for leaders at all levels



Enhanced PPA allocation taken collaboratively in year group teams to reduce workload



Assessment and reporting streamlined and spread across the school year to balance workload



Effective feedback methods based on verbal feedback in lessons and no requirement for written planning





Chantry Primary Academy

is a large, three form entry school with a unique character. A highly diverse and inclusive school, Chantry accommodates two special provisions – one for 17 Visually Impaired pupils from across Luton and a second, a ‘revolving door’ provision for up to 8 pupils with Social Emotional and Mental Health needs from within the West Area Partnership of schools.

Chantry is in west Luton on the borders of the Central Bedfordshire towns of Dunstable and Houghton Regis. With extensive housing developments locally, housing is both affordable and easily available.

The location is perfect being just minutes from the M1 and having excellent access to trains (approx. 30 minutes from central London by train). With Luton Airport so close by, travel options are plentiful.

The school has strong relationships with its Pioneer Learning Trust schools, Whitefield and Southfield. Senior leadership teams network regularly to support strategic decision making and to organise shared activities for staff such as CPD, assessment moderation, and networking events. In addition, partnership working offers shared opportunities for pupils such as participation in public events, residential visits (including trips abroad), schools linking projects, theatre visits, and many more.

Chantry Primary Academy is very well supported within the Trust and benefits from:

- Strong governance from the local governing body and Pioneer Learning Trust’s board of directors.
- Support and challenge provided through the School Review process which is steered by the Headteacher Board (comprised of Headteachers from both within and outside of the trust).
- A strong Trust culture of working collaboratively.
- Strategic direction and leadership from the Chief Executive Officer with extensive school to school support experience and expertise.
- Access to an extensive team of Specialist Leaders in Education from across the Trust.
- A highly competent and experienced Strategic Leadership Team within the school.
- Regular Trust senior leader meetings to contribute to MAT developments and share best practice.
- Close working with other local schools within the highly successful West Area Partnership.
- Immediate access to behaviour services within the school’s own special provision.
- A suite of centralised business, finance and HR services enabling school leaders to focus on teaching and learning



Job Description

JOB DESCRIPTION: Class Teacher

SCHOOL: This post is appointed to The Pioneer Learning Trust and based at Chantry Primary Academy.

PURPOSE OF POST: The postholder will be responsible for communicating and implementing best practice in collaborative work with year group colleagues. In addition, the postholder is responsible for the daily organisation and management of a class of primary age children and to participate in curriculum development. All teachers contribute to the School Plan, supporting the ethos, aims and vision of the school.

PRINCIPAL RESPONSIBILITIES: The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake teaching in a designated area of the school.

GRADE: MPS or UPS + TLR3 £1000

RESPONSIBLE TO: Headteacher and Governing Body

Role Specific Teaching and Learning Responsibilities

- Liaise with the school's leadership team to develop a strong understanding of specific pedagogy and practice being promoted as best practice within the school
- Work with year group colleagues to secure a shared understanding of best practice
- Ensure that aspects of best practice are fully discussed in collaborative planning and fed into lesson planning
- Support colleagues in implementing best practice in accordance with the school's expectations
- Seek guidance and advice from other colleagues to support as necessary

Teaching Responsibilities

- Have a secure knowledge of the national curriculum
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils
- Plan and prepare lessons to meet the needs of all pupils
- Use teaching time and resources effectively to promote learning objectives
- Use a range of teaching strategies and adapt learning to meet the needs of all pupils
- Foster and maintain pupils' interest in learning and address misunderstandings
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- Demonstrate a clear understanding of systematic synthetic phonics
- Demonstrate a clear understanding of appropriate teaching strategies for mathematics
- Ensure pupils receive effective feedback in all of their learning
- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum
- Record and report on the progress and attainment of pupils
- Provide appropriate homework and encourage children to make the most of out of school learning opportunities

Pastoral Care and Supervision

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- Establish clear expectations and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy
- Set high expectations of behaviour, and apply the school [policies for behavior consistently and fairly
- Manage pupils effectively, using approaches which are appropriate to children's needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Provide effective supervision of pupils at all times

Communication and Liaison

- Upholding the school's values in all aspects of communication and professional conduct
- Communicate positively and effectively with parents both in person and in online communications
- Actively promote the school within the community, including the professional use of social media in accordance with the social media policy
- Participate in parents evenings focused on both the curriculum and pupil progress.
- Liaise with parents and outside agencies to support pupils
- Provide relevant information to other schools as required
- Provide information for Governors and outside agencies
- Attend staff meetings and work collaboratively with colleagues
- Work in partnership with support staff and provide clear guidance for any additional support such as volunteers

Performance Management and Training

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and what they need to do to make further progress
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Encourage pupils to take a responsible and conscientious attitude to their own learning and behaviour
- Engage with CPD to develop as a professional
- Engage with performance management processes in order to develop as a professional





Curriculum and Management Duties

- Take responsibility for leading a subject area across the whole school
- Contribute to the overall curriculum design and school evaluation and improvement planning
- Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and policies related to the given subject area
- Provide support for teaching and support staff with planning and practice in the given subject, ensuring effective teaching provision for all pupils
- Evaluate the impact of teaching and learning in the given subject area through monitoring teaching and learning, work scrutiny, working with and talking to teachers and pupils and through pupil data
- Participate in professional reading and research in addition to seeking out and attending CPD to further specialist knowledge in the given subject
- Work within a financial framework to ensure the adequate provision of and effective use of resources to support teaching and learning in the given subject
- Lead appropriate professional development sessions for individuals, groups and the whole staff team

UPS1 and 2

- In addition to fulfilling the Class Teacher Job Description, teachers on the Upper Pay Scale are expected to make a substantial and sustained contribution to building team commitment in line with the statutory requirement to meet threshold standards
- Teachers are expected to contribute significantly to implementing work based policies and practice.
- Teachers are expected to deliver consistently good and outstanding teaching
- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues

UPS 3

- In addition to all of the above descriptors, UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team with a substantial and sustained approach. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

DIMENSIONS:

Supervisory Management: Class Teachers within the assigned team.

This Job Description will be reviewed regularly within the performance management cycle. It may be amended at any time after consultation between the member of staff concerned and the Headteacher.

DBS

Because of the nature of this job, it will be necessary for an Enhanced criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

Physical Effort: N/A

Working Environment: N/A

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

CVs will not be accepted for any posts based in schools



Person Specification

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. The words 'Essential' and 'Desirable' refer to the importance we will give to different aspects of your application. Where a criterion is marked 'Desirable', meeting the requirement would be an advantage, however some aspects may be learned during induction or further training. Not meeting these requirements should not deter your application.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Attributes	Relevant Criteria	How Identified	Rank
Education and Training	Qualified teacher Status	Proof of Qualification	Essential
	A commitment to continuous professional development	Application and interview	Essential
	A willingness to undertake a National Professional Qualification in Leading Teaching	Application and interview	Essential
Relevant Experience	Experience of teaching within a Primary education setting	Application and interview	Essential
	Experience of working with children with English as an additional Language	Application and interview	Desirable
	Using data to inform target setting and planning	Application and interview	Essential
	Experience of working with pupils with SEND	Application and interview	Essential
	Experience of taking the lead in a key area or subject	Application and interview	Essential
Knowledge and Skills	Able to create a stimulating learning environment	Application and interview	Essential
	An understanding of the role of assessment in teaching and learning	Application, interview and practical task	Essential
	Able to use IT to support both the curriculum and work organisation	Application and interview	Essential
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team	Application and interview	Essential
	Able to monitor and evaluate teaching and learning	Application and interview	Essential
	Able to identify the necessary resources with ensure high quality teaching and learning	Application, interview and practical task	Essential
	Able to assess the needs of individuals to inform lesson planning	Application and interview	Essential
	Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly	Application and interview	Essential
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	Application, interview and practical task	Essential

Knowledge and Skills (cont'd)	Positive role model with strong leadership skills	Application, interview and practical task	Essential
	Ability to work effectively and flexibly both independently and as part of a team and meet deadlines	Application and interview	Essential
Any Additional Factors	Demonstrable commitment to inclusive teaching and learning	Application, interview and practical task	Essential
	Demonstrable commitment to working within a values-based organisation	Application, interview and practical task	Essential
	Awareness of the effects of discrimination on pupils, parents, colleagues, and policy	Application and interview	Essential
	Well organised and efficient	Application and interview	Essential
	Self-Motivated	Application and interview	Essential
	Aspiration for the future	Application and interview	Essential

Salary Range

MPS/UPS plus TLR3 £1000
(30,000– £46,525)

Application Guidance

Deadline for Applications: Friday 12th April 2024

Interviews: Week Beginning 15th April 2024

Start date: September 2024



Visits are warmly welcomed and strongly encouraged in order that applicants gain insight through experiencing the school. Please contact Gemma Patterson on 01582 706500 or by email at recruitment@pioneerlearningtrust.com

Applications are submitted online via My New Term and can be found easily via our website - <https://www.chantryprimaryacademy.com/Information/Vacancies/>

Our Trust and all its personnel are committed to safeguarding and promoting the welfare of the children. The successful applicant will be subject to a full Disclosure and Barring Service (DBS) disclosure and checks regarding proof of ID, medical clearance and the right to work in the UK.

The Pioneer Learning Trust is pursuing excellence and equity for our pupils, offering the highest possible quality of education to our pupils. Our member schools are part of a family that shares its knowledge, expertise and resources to change children's lives. You will be committed and passionate about raising standards and life chances for all children in an inclusive environment.



The Pioneer Learning Trust
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