



Year 5 or 6 Class Teacher and  
TLR for English  
**Application Pack**  
Stanley Road Primary School

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## Year 5 or 6 Class Teacher and TLR for English Application Pack

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# About Our Trust



With the intention to seek more autonomy and control over the school budget and services, Perry Hall Primary School converted to an academy on the 1<sup>st</sup> of July 2013.

At the same time, Perry Hall was delivering School to School support to Berrybrook Primary following a subsequent request from their local governing body, who later in April 2014 joined the trust, officially making it Perry multi-academy trust (MAT). Since then, a number of schools across multiple authorities have been welcomed into the Trust.

The management of the MAT is the responsibility of the trustees who are elected and co-opted under the terms of the Articles of Association.

## Our Vision

### **Our Purpose:**

*We aim to improve the outcomes for all children across our Multi-Academy Trust regardless of their starting points*

### **This is achieved for all our children by:**

- A world class educational experience that will deliver better life chances;
- Ensuring that all children regardless of their starting points achieve above national expectations, and the proportion of pupils making better than expected progress is in line with national expectations;
- Ensuring that children in our schools have the added value and opportunities in curriculum design through partnership with commerce and business;
- Making sure the families surrounding our children have access to the best possible education opportunities for their children;
- Inspiration from excellent role models who are leaders in their academies;
- Celebrating success of all adults and children.

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# About Stanley Road Primary School



**Nurture, Inspire, Achieve**

## **What makes Stanley Road special?**

We have a large, skilled and experienced staff team. Our children represent many races, cultures and religions and bring a wealth of experiences and beliefs, but all come together to create the very special atmosphere which people often comment upon when they visit. In a previous Ofsted inspection one child described the school as a big happy family and the inspection team agreed.

We are very proud of that judgement. We see ourselves as part of the community and work hard to maintain relationships with both the families who use the school and the local residents.

We typically have around 20 different languages represented in school, providing Our '4 pillars of good citizenship', rather than a set of rules, establish the expectations for the school by which both staff and children abide. Mutual respect is central to life here.

We serve a diverse community and have developed a curriculum which meets everyone's needs: children are exposed to a wide variety of subjects and experiences so that they can gain the skills, knowledge and attitudes which will prepare them for a successful time at primary school and which also ensure that they are ready to go on and achieve well at high school and then into adult life, to become productive and successful citizens.



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# PHMAT Training and Development

**We believe that what ultimately leads to the best possible education for our pupils is continual, life-long learning through the provision of support and training to both new and more experienced leaders and teaching staff.**

It is vital that staff development is ongoing, collaborative and experimental which is why our Trust deliver a range of bespoke training courses and support programmes which are tailored to the needs of those we are delivering them to. We understand fully that 'one size doesn't fit all' and that every school has its own individual needs and challenges.

Perry Hall teaching school serves schools both within Wolverhampton and further afield and is made up of a number of specialist leaders of education and expert practitioners who provide a high standard of support and training. Our team has a shared goal – to improve the learning experience of all pupils in the Trust and provides a great number of CPD opportunities for staff across our Trust.

# Job Description



## **Duties & Responsibilities of class teachers**

### **Responsible to the Head of School**

The following job description outlines the duties and responsibilities of class teachers

#### **Planning:**

- Teachers are to plan their teaching to achieve progression in pupils' learning through:
- Identifying clear objectives and content, appropriate to the subject matter and the pupils being taught, taking account of school policies, schemes of work, National documents.
- Setting tasks for whole class, individual and groups work, including homework, which challenge pupils and ensure high levels of pupil interest;

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- Setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;
- Setting clear targets for pupils' learning, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do;
- Identifying pupils who have special educational needs, including specific learning difficulties.

### **Success Criteria:**

Planning ready and completed for teaching in line with school policy.

Planning meets expectations for:

- Clear objectives
- Differentiation
- Variety of teaching and learning styles used (VAK)
- Assessment for learning informed future planning and is documented in line with school policy

### **Evaluation:**

- Leadership team several times each half term will trawl planning
- Leadership team will carry out planning trawls at least termly
- At least termly focused lesson observations

### **Teaching & Class Management:**

- Monitor and intervene when teaching to ensure sound learning and discipline;
- Set high expectations for pupils' behaviour, establishing and maintain a good standard of discipline through well focused teaching and through positive and productive relationships;
- Establish a safe environment which supports learning and in which pupils feel secure and confident;
- Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through implementation of the schools teaching and learning policy

### **Success Criteria**

All classrooms to be organised in accordance with teaching and learning policy

All lessons follow structure of:

- Whole class introduction sharing learning objective / success criteria

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- Stimulating, engaging learning tasks
- Plenary

Children's achievement will at least be in line with national expectations (one national curriculum level in two years)

Evidence of provision for PHSE & Healthy Schools & school Council learning, more able and SEN pupils

### **Evaluation**

At least 80% of lessons observed are good or better (National Average) through minimum of three and maximum of six lesson observations each year.

### **Monitoring, assessment, recording, reporting and accountability:**

- To assess how well learning objectives have been achieved and use this assessment to improve specific areas of teaching
- Mark and monitor children's class work and homework providing constructive written and oral feedback, and setting targets for pupils' progress.
- Assess and record children's progress, through focused observation, questioning, marking and testing and use this to:

### **Success Criteria**

Use of curricular targets, planning, strategies for day-to-day assessment and feedback on learning meets school guidelines

### **Evaluation**

Leadership team through monitoring planning and day to day assessments to judge how assessment for learning informs planning and individual target setting on a termly basis. There are clear links between assessment and children's achievement being made.

### **Other Professional Requirements**

- Establish effective, professional working relationships with all staff
- Set a good example to pupils, through presentation and personal and professional conduct;

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- Understand their professional responsibilities in relation to all school policies and practices;
- Recognise that learning takes place in and out of the school context, and understand the need to work effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare;
- Recognise the role and purpose of the school's governing body

### **Performance Management including staff appraisal**

To take part in the school's performance management cycle that has been approved by all staff and all governors

### **Curriculum Responsibility**

- All fully qualified teachers will have a curriculum area responsibility to lead. This are will be designated after discussion with the Head of School. (Refer to subject leaders job description)

### **General Conditions**

- It is the intention that the above responsibilities are in accordance with the requirements of the Teachings pay and Conditions Act, and subsequent orders in terms of duties and working times, also any local agreements.
- This job description is subject to annual review. It may be amended only after full consultation with the class teacher concerned. it will be signed if agreement is reached
- If following review and amendment, agreement is not reached the appropriate procedures should be used to settle disputes.

### **Safeguarding**

Everyone who works within the Trust schools has the responsibility for promoting the safeguarding and welfare of children.

### **Commitment to Safeguarding Children**

- To ensure awareness of school policy and procedures re Child Protection.
- To become aware of the signs and symptoms of abuse by attending relevant courses required.
- To ensure that Level 1 safeguarding training is completed
- To report all causes for concern to the Child Protection Lead
- To ensure the safety of all children in the school learning environment both indoor and outdoor.
- To carry out appropriate risk assessments prior to activities.

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## **Subject Specification**

**Curriculum Area:** English

Within the context of the school's aims and policies, phase leadership and English Co-ordinator will develop and implement phase leadership and English policies, plans, targets and practices.

### **Strategic Direction and Development of the School**

- To develop and implement policies and practices which reflect the school's commitment to high achievement, effective teaching and learning.
- To create a climate which enables other staff to develop and maintain positive attitudes towards your identified subject area and confidence in teaching it
- To establish with the involvement of relevant staff long term plans for the development and resourcing for your subject, which:
  - Contribute to whole school aims, policies and practices.
  - Identify realistic and challenging targets for improvement in your subject area, which are understood by all those involved in putting the plans into practice.
  - Ensure everyone is clear about action to be taken, timescales and criteria for success.
- To monitor the progress made in achieving subject plans and targets, and use this analysis to guide further improvement.
- To use data effectively to identify pupils who are under-achieving in the subject and, where necessary, create and implement effective plans of action to support those pupils.
- To analyse and interpret relevant national, local and school data, plus inspection evidence, to inform policies, practices, expectations, targets and teaching methods.

### **Teaching and Learning**

The co-ordinator, will secure and sustain effective teaching and evaluate standards of pupil achievement in your subject area.

- To ensure curriculum coverage, continuity and progression, for all pupils.

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- To ensure that teachers are clear about the teaching objectives in lessons and understand the sequence of teaching and learning,
- To ensure effective development of pupils' literacy, numeracy and information technology skills through your subject area,
- To evaluate the teaching, and use this analysis to identify effective practice and areas for improvement.
- To establish and implement clear policies and practices for assessing recording and reporting on pupil achievement and for using this information to recognise achievement.
- To ensure that information about pupils' achievements in previous classes is used effectively to secure good progress in your subject area
- To set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement and evaluate progress and achievement in your subject area.

### **Leading and Managing Staff**

Co-ordinator will provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

- To establish clear expectations and constructive working relationships among staff, through team working relationships and mutual support, evaluating practice and developing an acceptance of accountability.
- To sustain their own motivation and, where possible, that of other staff.
- To lead professional development through example and support, and to co-ordinate the provision of professional development.
- To ensure that the Head, SLT and Governors are well informed about policies, plans and priorities
- To coach and mentor colleagues in developing their skills

### **Efficient and Effective Deployment of Staff and Resources**

Co-ordinator with the Head to identify appropriate resources and ensure that they are used efficiently, effectively and safely.

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- To establish resource needs for your subject area, and advise the head of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school plans and your individual subject action plan.
- To ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- To maintain existing resources and explore opportunities to develop or incorporate new resources from a wider range of sources inside and outside the school.

# Personal Specification

Category	Essential	Desirable	Source
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree</li> <li>Qualified teacher status</li> <li>Primary training</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further professional qualifications</li> </ul>	Application form Interview Reference
<b>Experience</b>	<ul style="list-style-type: none"> <li>Consistently good classroom practitioner</li> <li>Successful experience of teaching in Year 5 or 6</li> <li>Successful leadership and management of a curriculum area or aspect of school life</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding classroom practitioner</li> <li>Experience of a school in a similar context</li> <li>Successful leadership and management of English</li> </ul>	Application form Interview Reference
<b>Professional Development and Training</b>	<ul style="list-style-type: none"> <li>Good awareness of current educational developments and trends</li> <li>A commitment to supporting the areas of development identified in the School Improvement Plan and participation in INSET to facilitate these</li> <li>A commitment to continuous professional and personal development</li> </ul>	<ul style="list-style-type: none"> <li>Experience in delivering INSET in school/ to a wider audience</li> <li>Experience in identifying how a school can improve its provision in a particular subject or aspect of school life</li> </ul>	Application form Interview
<b>Skills, knowledge and expertise</b>	<ul style="list-style-type: none"> <li>A clear understanding of effective teaching and learning</li> <li>Competent use of a range of teaching styles to make learning effective</li> <li>Evidence of setting and maintaining high expectations in all areas</li> <li>Effective involvement in the monitoring and evaluation of teaching and learning</li> <li>Thorough understanding of the curriculum demands in key stage 2</li> <li>Commitment to raising achievement for all pupils and an ability to plan thoroughly for different needs</li> <li>An ability to assess children's level of understanding and set meaningful and achievable targets</li> <li>An understanding of and commitment to inclusion for all pupils</li> <li>Very good behaviour management skills rooted in positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>Thorough understanding of the curriculum demands across the primary phase</li> <li>An ability to analyse, understand, interpret and respond to school performance data</li> <li>Experience of successfully supporting children with emotional or behavioural difficulties</li> <li>Ability to promote different approaches to solving problems</li> <li>Experience of establishing and maintaining effective professional</li> </ul>	Application form Interview Reference

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	<ul style="list-style-type: none"> <li>• Imaginative, energetic and creative thinker</li> <li>• Self motivated and hard working</li> <li>• Very good organisational and time management skills</li> <li>• Effective written and oral communication skills</li> <li>• Ability to use ICT effectively in teaching and learning</li> <li>• Ability to work under pressure, meet deadlines and deal with difficult situations</li> <li>• Effective team member, able to collaborate with others and share expertise and resources</li> <li>• Ability to establish and maintain positive, professional relationships within and outside the school</li> <li>• Ability to support the existing good links with the community</li> <li>• Awareness of the importance of the class teacher's crucial role in pupil development</li> <li>• Commitment to play a full and active role in the life of the school</li> </ul>	<p>relationships with parents, governors and other agencies</p> <ul style="list-style-type: none"> <li>• Experience of encouraging parents to work co-operatively with the school and involving them in their child's education</li> </ul>	
<b>Personal attributes</b>	<ul style="list-style-type: none"> <li>• Value children and put their needs first</li> <li>• High level of personal integrity</li> <li>• A positive outlook - energetic and enthusiastic</li> <li>• Sense of humour</li> <li>• Ability 'to get the job done'</li> <li>• Evidence of the promotion of high professional standards</li> <li>• A good attendance record</li> <li>• Ability to reflect on own performance</li> <li>• Ability to work as a team member</li> <li>• Flexible approach, responsive to need</li> </ul>	<ul style="list-style-type: none"> <li>• A healthy understanding of the importance of sustaining an appropriate work/life balance</li> <li>• An ability to enthuse, inspire and motivate</li> </ul>	<p>Application form</p> <p>Interview</p> <p>Reference</p>

# Post Information

**Salary:** Teachers Pay Scale plus TLR2A

**Closing Date:** 13<sup>th</sup> May 2022 at 12.00 midday

**Start Date: September 2022**

## Employee Benefits:

Trust staff are entitled to the following:

- Termly well-being mornings or afternoons
- Access to an employee benefits portal which includes a number of discount vouchers for shopping, entertainment and dining
- Cycle to work scheme
- Free will-writing service
- Free telephone counselling and online access to our employee advice and assistance portal

## Visits to the school:

Applicants are encouraged to visit our academy before applying. To arrange a visit, please contact the office at [stanleyroad.office@perryhallmat.co.uk](mailto:stanleyroad.office@perryhallmat.co.uk) or on 01905 355043.

## Applying:

Please complete our application form which can be found on WM Jobs and submit by email to: [Stanleyroad.office@perryhallmat.co.uk](mailto:Stanleyroad.office@perryhallmat.co.uk)

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# Contact Details

## Address

Stanley Road Primary School  
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Worcester  
Worcestershire  
WR5 1BD

## Call

**01905 355043**

## Email

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## Visit

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