



Class Teacher with TLR to lead English
Application Pack
Stanley Road Primary School

Together We Succeed

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Class Teacher with TLR to lead English



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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 1st 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



Success, Respect, Perseverance, Strength in Community

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.



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Job Description

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;
- 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;

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- 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
- 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;
- 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;

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- 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.

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.

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- 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 English.

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

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

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

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

Post Information

Salary: Teachers Main Pay Scale / Upper Pay Scale + TLR 2A

Closing Date: 6th June 2023

Start Date: January 2024, or sooner if possible.

Employee Benefits:

Trust staff are entitled to the following:

- Access to Highly sought Teachers Pension
- Termly well-being mornings or afternoons
- Access to an employee benefits portal which includes a number of discount vouchers for shopping, entertainment and dining
- A Cycle to work scheme
- Free will-writing service
- Free telephone counselling and online access to our employee advice and assistance portal
- A salary sacrifice scheme which allows you to buy a new car
- An Employee Assistance Programme
- A Financial well-being service
- A Health Cash plan
- A Voluntary Private Medical service

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 or on 01905 355043.

Applying:

Please complete our application form, which can be found on the WM Jobs website and return to and submit by email to stanleyroad.office@perryhallmat.co.uk

Safer Recruitment:

Within all PHMAT schools, our first priority is the welfare of all our children and we follow a strict safer recruitment procedure for any new appointments.

All staff in every role are committed to the highest standards in protecting and safeguarding the children entrusted to our care, at all times.

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Recruitment Privacy Notice

Recruitment and Candidate Information

What is a Privacy Notice?

The Data Protection Act 2018 gives everyone the right to be informed about how their information is used by organisations. This Privacy Notice explains how schools in Perry Hall Multi Academy Trust use information about its employees, volunteers, individuals attending work or training placements and members of the governance boards/committees. If you can be identified from the information we hold, then this is known as “personal data”.

This Privacy Notice explains:

- why we use your personal data
- the reasons we need to do this
- what kinds of personal data we use
- where we collect your personal data from
- who we will share your personal data with
- how you can find out more.

About this Privacy Notice

This privacy notice explains how we collect, store and use personal data about individuals who apply for posts with our academies, as part of our central Trust team.

Personal data is any information that can be used to identify you. It may include information you provide as part of an application process, information we already hold about you if you are already an employee, or information we collect from other organisations, or during online searches as part of pre-employment checks. When we use your personal data, this is known as “processing”

Under data protection law, individuals have a right to be informed about how we collect, use and share personal in relation to these processes. We comply with this right by publishing a privacy notice and making this available to you before you take part in our recruitment process.

Perry Hall Multi-Academy Trust is registered as a ‘data controller’ with the Information Commissioner’s Office (ICO), meaning that we are responsible for determining how your personal data is used.

We have a Data Protection Officer (DPO) to help us comply with our data protection responsibilities. Our DPO is provided by Services4Schools Ltd and they can be contacted at DPO@perryhallmat.co.uk. You can contact them directly, if you need any further information about how we use your personal data.

What information do we collect?

Perry Hall Multi-Academy Trust only collects information about you that is necessary to support our recruitment and candidate management processes. This includes:

- your name, address and contact details, including email address and telephone number;
- details of your qualifications, skills, experience and employment history;
- information about your current level of remuneration, including benefit entitlements;
- whether or not you have a disability for which we need to make reasonable adjustments during the recruitment process;
- information required to conduct statutory safeguarding checks

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- information relating to your performance and conduct from current and previous employers in the form of references
- information about your entitlement to work in the UK; and
- equal opportunities monitoring information, including information about your ethnic origin, sexual orientation, health, and religion or belief.

How do we collect your information?

When you apply for a job with us, Perry Hall Multi-Academy Trust collects your information in a variety of ways. For example, data might be contained in application forms, obtained from your passport or other identity documents, or collected through interviews or other forms of assessment.

Perry Hall Multi-Academy Trust will also collect personal data about you from third parties, such as references supplied by former employers, information from employment background check providers and information from criminal records checks via the Disclosure & Barring Service.

Where will your data be stored?

Data will be stored in a range of different places, including on your application record, in paper records, on our management systems, on our cloud-based IT infrastructure and on other internal IT systems (including email).

Why we process your personal data?

Perry Hall Multi-Academy Trust needs to process your personal data as part of the recruitment process. In some cases, we need to use your information to ensure we are complying with our legal obligations. For example, it is required to check a successful applicant's eligibility to work in the UK before employment starts.

We also have statutory duties to undertake in relation to safeguarding. This includes using your personal data to conduct online checks for shortlisted candidates in line with the safer recruitment guidance in Keeping Children Safe in Education 2022.

We have a legitimate interest in processing personal data during the recruitment process and for keeping records of the process. Processing data from job applicants allows us to manage the recruitment process, assess and confirm a candidate's suitability for employment, and decide to whom to offer a job. We may also need to process data from job applicants to respond to and defend against legal claims.

Where we have relied on legitimate interests as a reason for processing data, we have considered whether or not those interests are overridden by the rights and freedoms of applicant and potential employees and have concluded that this is not the case.

Perry Hall Multi-Academy Trust processes health information if it needs to make reasonable adjustments to the recruitment process for candidates who have a disability. This is to carry out its obligations and exercise specific rights in relation to employment.

Where we process other special categories of data, such as information about ethnic origin, sexual orientation, health or religion or belief, this is for equal opportunities monitoring purposes.

As education providers, Perry Hall Multi-Academy Trust and our schools are obliged to seek information about criminal convictions and offences. Where we seek this information, it does so because it is necessary for us to carry out our obligations and exercise specific rights in relation to employment.

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We will not use your data for any purpose other than the recruitment exercise for which you have applied.

Who has access to your data?

Your information will be shared internally for the purposes of the recruitment exercise. This includes members of the recruitment panel, interviewers involved in the recruitment process, managers in the area with a vacancy and IT staff if access to the data is necessary for the performance of their roles.

Perry Hall Multi-Academy Trust will share your information with our Human Resources provider (Services 4 Schools Ltd), where they have been requested to support with the recruitment process.

Perry Hall Multi-Academy Trust will also share your data with third party providers such as the disclosure and barring service to obtain necessary criminal records checks.

We will share your personal data with the organisations you have nominated to provide references in line with safer recruitment practices.

We will share your personal data with the organisation appointed to undertake statutory background and right to work checks in line with the requirements of Keeping Children Safe in Education.

Perry Hall Multi-Academy Trust will share your data with our legal representatives if a legal process determines it necessary to do so, or we are required to do so by a UK court.

We will share your personal data with other official bodies (for the purposes of preventing and investigation of criminal activities, including fraud).

Perry Hall Multi-Academy Trust will not transfer your data outside the UK without obtaining your consent or before ensuring there are appropriate contractual and security provisions in place.

How does the Trust protect personal data?

Perry Hall Multi-Academy Trust takes the security of your data seriously. It has internal policies such as a Data Protection Policy and Records Management Policy in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by our employees in the proper performance of their duties. These policies can be viewed on our Trust website: <https://www.perryhallmat.co.uk/documents/>

How long do we keep recruitment data?

If your application for employment is unsuccessful, we will hold your data on file for 6 months after the end of the relevant recruitment process. At this point it will be disposed of securely in line with our Records Management Policy.

If your application for employment is successful, personal data gathered during the recruitment process will be transferred to your personnel file and retained during your employment.

The periods for which your data will be held will be provided to you in a new privacy notice once you are employed by Perry Hall Multi-Academy Trust.

What if you do not provide your personal data?

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You are under no statutory or contractual obligation to provide data to Perry Hall Multi-Academy Trust during the recruitment process. However, if you do not provide the information, we may not be able to process your application properly, or at all.

You are under no obligation to provide information for equal opportunities monitoring purposes and there are no consequences for your application if you choose not to provide such information.

Your rights

As a data subject, you have a number of rights. You can:

- access and obtain a copy of your data on request;
- require us to change incorrect or incomplete data;
- require us to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing;
- object to the processing of your data where we are relying on legitimate interests as the legal ground for processing; and
- ask us to stop processing data for a period if data is inaccurate or there is a dispute about whether or not your interests override our legitimate grounds for processing data.

If you would like to exercise any of these rights, please contact our Data Protection Officer via email: DPO@perryhallmat.co.uk You can also make a subject access request by emailing this address.

If after contacting our DPO, you believe that we have complied with our data protection obligations, or upheld your rights appropriately, you can complain to the Information Commissioner at <https://ico.org.uk/make-a-complaint/>

Last Review

This Privacy Notice was last updated in September 2022

Contact Details

Address

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