



Class Teacher Application Pack



THE LIMES
PRIMARY ACADEMY



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Letter from Sir Steve Lancashire, 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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust



Letter from Kate Cracknell, Headteacher at The Limes Primary Academy

Dear Candidate

Thank you for your interest in this role at our school!

We are now looking to appoint the next wave of staff to join our fabulous team at The Limes. This is a unique opportunity to build and grow a school from infancy and at a new milestone – our first year of Key Stage 2! There is no doubt about it, setting up the academy from scratch takes vision, dedication and hard work, but being part of that exciting and rare journey will be very rewarding, seeing the academy take shape over the next few years and being part of that vision and growth from the start.

At The Limes Primary Academy we strive to develop lifelong, independent learners through our Learning Pathways curriculum, which is driven by engagement in, purpose for and pride of learning. Our bespoke and sequenced curriculum is centred around children's individuality and uniqueness in order to provide equal opportunities to succeed, exceed expectations and achieve the very best results they can, academically, creatively and personally.

As part of REAch2 Academy Trust there are many exciting opportunities to develop your career within the MAT. We offer a great range of CPD and truly value staff development at The Limes. As a new school, we are still a relatively small team – well being and manageable workload are important to all of us and, as a result, staff go above and beyond to support each other, the children and their families.

This is an extremely exciting time to join our team – the beginning of Key Stage 2, including our innovative approach to the curriculum, a great programme of training for next academic year, the launch of our new immersive and interactive studio....the list goes on. Do get in touch and come and see us in action! We look forward to hearing from you!

Mrs Kate Cracknell

Headteacher

The Limes Primary Academy

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



Amazing KS1 Class Teacher needed!

MPS (Or UPS for exceptional eligible candidates – additional responsibilities apply)

The Limes Primary Academy, Lime Avenue, Oulton, Lowestoft, Suffolk NR32 3BQ

Start date: ASAP **Contract type:** Full time, Permanent
(Year 1 class based in KS1)

Are you:

- An excellent classroom practitioner excited to work in a brand new, state of the art school?
- Passionate about creativity, fun and learning?
- Warm in character, and committed to teamwork, recognising that more can be achieved together than is possible as individuals?
- Keen to be the best teacher you can be?
- Determined to succeed and be relentless in the pursuit of excellence for our children?

If so, you'll love to work at **The Limes Primary Academy!**

At The Limes Primary Academy, we are looking for a fabulous teacher to join our team and teach our fantastic children. We are looking for someone who is up for a challenge and wants to get stuck in with all aspects of our academy life! This is not just another job; this is the chance to be part of something exciting and worthwhile. We can offer you:

- A firm commitment to you and your professional development
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and governors
- A growing learning community
- Encouragement to develop new ideas and the opportunity to make a real difference
- Coaching and mentoring from the Phase Leader
- Fantastic trust wide CPD opportunities
- Opportunities to further develop your career within our Multi Academy Trust, REAch2, the largest primary-only academy trust in the country
- The unique opportunity to help develop and shape a brand-new school
- Incredible technology to enhance teaching and learning
- A stunning school environment, with state-of-the-art facilities
- And, most importantly, AMAZING children just waiting to meet you.

The application

You are invited to submit an application form to Charlotte Thompson, Deputy Headteacher via email: office@thelimesacademy.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 with barred list check and provide two acceptable referees, one of whom must be your current or most recent employer.

If you would like to see the school in action, we will be welcoming applicants to visit on Thursday 3rd February between 2pm & 3pm. Please contact us at office@thelimesacademy.org or telephone 01502 449200 to book a place (COVID restrictions permitting).

The application process and timetable

| | |
|------------------------------|--|
| Application deadline: | Wednesday 9th February 2022 |
| School visits: | See above. |
| Interviews: | Monday 14 th February 2022 |
| Contract details: | Full time, permanent |
| Salary: | MPS (or UPS for exceptional, eligible candidate) |
| Start date: | ASAP |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

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

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|--|---|
| Job title | Class Teacher |
| Salary Scale | Main Pay Scale M1-M6 (or UPS for exceptional, eligible candidate) |
| Responsible to | Phase Leader, Headteacher |
| Responsible for | Learning Support Assistants (in class) |
| Purpose of Job | |
| <ol style="list-style-type: none"> 1. To carry out the duties of a schoolteacher as set out by the class teacher job description and the schoolteachers' pay and conditions document. 2. To lead a curriculum area within the school. | |
| Context of Role | |
| <ul style="list-style-type: none"> • A class teacher will have responsibility for a class within the primary phase (Reception to Year 6). • The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise. • All teachers make a valuable contribution to the school's development and, therefore, to the progress of all children. All teachers except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager. • For newly qualified teachers, subject leadership will be taken by his/her line manager during the first year of employment at the school. | |
| Class Teacher | |
| <p>The main responsibilities for this post are:</p> <ul style="list-style-type: none"> • Supporting the vision, ethos and policies of the school and promoting high levels of achievement in the phase in which they work. • Supporting the creation and implementation of the school development plan, particularly where it relates to the phase in which they work, or the subject they lead. • Evaluating the effectiveness of the provision for which they are accountable for, in close collaboration with the leadership team. • Organising and managing teaching and learning in their class and for the subject they lead. • The development and monitoring of the curriculum provision. • Supporting the Headteacher and Phase Leader in the monitoring of the quality of teaching and children's achievements, including the analysis of data. • The pastoral care of children, promoting independence and good behaviour, in accordance with school policies. • Ensuring that parents are fully involved in their child's learning and development and well-informed about the curriculum, their child's individual targets, progress and achievement. • Developing the use of new and emerging technologies and techniques within the classroom. • Creating and maintaining a secure and safe environment for the staff and students and for ensuring that all safeguarding and child protection procedures are adhered to. | |

Planning, Teaching, Class Management and Curriculum Development

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge children and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEND or very able children
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective and best use of available time
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to children, give attention to errors and misconceptions
- Select appropriate learning resource's and develop study skills through library, I.C.T. and other sources
- Ensuring children acquire and consolidate knowledge skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Taking account of children' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly for English and Mathematics
- Encouraging children to think and talk about their learning, develop self-control and independence, concentrate, and persevere and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Contribute to the whole school's development activities

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Provide feedback for children and set targets together for progress
- Assess and record children' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- Prepare and present informative reports to parents.

Strategic Leadership

- To promote and support the principle that all class-based staff are leaders of learning.
- Have high expectations of all children and support staff.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Liaise with staff to ensure smooth transition from one class/phase to another, including co-ordination of the 'handover' of relevant documents.
- Help develop a highly effective phase team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress.
- To contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance.

Whole School/Other

- Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- Be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- Show a commitment to work outside directed time when required.
- Contribute to and provide evidence for the school Self-Evaluation Summary.
- Contribute activities are required to support the School Development Plan.
- Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Headteacher. This job description will be reviewed annually and may be amended at any time, to meet the changing demands of the school, following discussion between the Headteacher and member of staff.

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices.

The Limes Primary Academy recognises that all individuals have fundamental human rights and therefore adopts a rights-based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise that prejudice and inequality of opportunity exist within life, and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.

Person Specification

| FACTORS | ESSENTIAL | DESIRABLE | MEASURED BY |
|--|---|--|---|
| Right to work in the UK (proof to be brought to interview) | Essential | | I |
| QUALIFICATIONS <ul style="list-style-type: none"> A relevant degree Qualified teacher status Evidence of recent additional educational qualifications Current First Aid/Paediatric First Aid certificate | Essential Essential | Desirable Desirable | A A A A |
| EXPERIENCE <ul style="list-style-type: none"> Experience of working across the relevant phase. Proven highly successful teaching experience. Experience of effective involvement with parents. Experience of working with children across the primary age range. Experience of leading a subject. | Essential Essential Essential | Desirable Desirable | A I R A I R A I A I R A I R |
| SAFEGUARDING <ul style="list-style-type: none"> Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. Commitment to the protection and safeguarding of children and young people Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children | Essential Essential Essential | | A I R A I A I |
| KNOWLEDGE <ul style="list-style-type: none"> An understanding of child development and ability to recognise and respond to the individuality of children. A clear understanding of the National Curriculum, planning, assessment and of modern, truly interactive primary school teaching techniques A thorough understanding of what constitutes high quality in educational provision, the characteristics of effective learning environments, and strategies for raising standards and outcomes for children An extensive knowledge and understanding of how to promote children' spiritual, moral, social and cultural development and good behaviour through effective management and leadership Experience of curriculum planning, assessing and recording. Knowledge of statutory requirements for the end of the phase in which they work and have experience of working with these. A commitment to continuous professional development. Know how to use local, national and statistics to evaluate the effectiveness of teaching. Evidence of successfully mentoring/coaching teachers/NQTs | Essential Essential Essential Essential Essential Essential Essential | Desirable Desirable | A I O A I O A I O A I O A I A I A I A I A I R |

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|--|-----------|-----------|---------|
| SKILLS <ul style="list-style-type: none"> • Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase • Have excellent communication skills with all stakeholders • Ability to work effectively as part of a team of staff and governors. • Use effective ICT skills for teaching and learning • Ability to demonstrate positive and highly effective behaviour management skills • Be committed to a high quality, student focused approach to learning • Good organisational and time management skills • A passion for learning and the ability to inspire children to reach their full potential. • Demonstrate a positive and professional attitude at all times • Flexible and keen to adapt to meet the needs of school. • Commitment to extra-curricular activities. • A commitment to the involvement of parents in their child's learning. • A commitment to the integration of children with Special Educational Needs and Disability in mainstream school environment • Experience of innovative use of ICT to enhance learning | Essential | | A I R O |
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| PERSONAL QUALITIES <ul style="list-style-type: none"> • Positive, caring attitude, enthusiasm and sense of humour • Ability to maintain confidentiality • Commitment to personal and professional development • Excellent interpersonal skills • A sense of balance – with a life outside of school | Essential | | A I R O |
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| | Essential | | A I R |
| | | Desirable | A I |

A – Application I – Interview R – Reference O – Observation

The Limes Primary Academy is commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.