Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Beechcroft St. Paul's
CE Primary School

KS1 Teacher 0.4 FTE plus PPA and KS2 Teacher 0.4 FTE plus PPA





Recruitment Pack



Welcome to the Diocese of Salisbury Academy Trust (DSAT)

and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-two academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at www.dsat.org.uk. We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

This recruitment pack includes:

Our School
Brief outline of who we are and what we do.

Job Advert and How to Apply
Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

Job Description and Person Specification
We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

DSAT Vision and Values
This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

Equal Opportunities Monitoring Form
We are committed to equality in the workplace and supporting the development of all our employees.

Privacy Notice
We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.

Beechcroft St. Paul's
CE Primary School

Letter from Headteacher

Beechcroft St Paul's Primary School
Corporation Road
Weymouth
Dorset, DT4 0LQ
Telephone: 01305 783500
Email: office@beechcroft.dsat.org.uk
www.beechcroft.dsat.org.uk

Dear Applicant,

On behalf of the children, staff and governors at Beechcroft St Paul's, thank you for showing an interest in the post of KS1/KS2 Teacher 0.4 FTE plus PPA at our school. I hope that you find all the information you require about our school on our website at www.beechcroft.dsat.org.uk.

We are seeking to appoint an inspiring KS1 and KS2 Teacher 0.4 FTE plus PPA to join our school family and work with our experienced staff, our well behaved and enthusiastic children and their supportive parents. We would consider combining the roles for the right candidate.

Beechcroft St Paul's is a popular school situated in an urban part of Weymouth. It opened 26 years ago as a purpose-built infant school. In 2003 it became a Church of England Primary School and over the years the school building has been extended including provision for nursery children in Eden in 2013. In August 2017 we joined DSAT as part of the Weymouth Bay Hub.

Eden has developed into a thriving setting with 24 children in most sessions and a growing waiting list. The Eden staff and children work closely with our reception class as part of a foundation unit and is led by our experienced EYFS lead, who teaches our reception class.

Beechcroft St Paul's is a family and the special atmosphere in the school is often commented upon. Staff and governors work hard to ensure the very best educational opportunities for every child as a unique individual. Our Christian ethos is important to us and we have excellent links with our local church, St Paul's, and the wider community.

As part of our learning community you will benefit from:

- Enthusiastic and inspiring children
- Welcoming, friendly and supportive team environment
- A compassionate and committed leadership team with a strong commitment to continuous professional development
- Collaborative approaches to developing the curriculum
- Partnership within a forward looking and expanding DSAT network of schools
- Exciting opportunities to grow and develop
- Access to staff benefits and a family approach
- Job satisfaction
- Focus upon staff well-being

What we ask in return is that you:

- Are passionate about helping our children learn, develop and flourish
- Have a supportive and nurturing approach towards children
- Are committed to ensuring that all children achieve their very best

- Are willing to act in partnership with other staff, children, families, governors and our DSAT colleagues
- Provide a simulating and engaging experience for children enabling all to do their best
- Are willing to engage in best practice research, supporting the development of our new early years curriculum

Visits to our school are welcomed, under our risk assessment this will be a virtual tour or after school visit. Please contact the school office on 01305 783500 to make an appointment.

Thank you once again for your interest in the post. We look forward to welcoming you to Beechcroft St Paul's.

With very best wishes



Headteacher

Beechcroft St. Paul's
CE Primary School

Our School

We value the well-being, personal and spiritual development of each individual pupil and member of staff, and aim to provide a curriculum in which each member of our school family can thrive. Our school vision, Soaring with Compassion, is at the heart of everything we do – we soar together as a Beechcroft community just as St Paul describes in his letter to the Phillippians, which underpins all of our work. The values of hope, respect and wisdom guide us every day as a school community and inform the way in which we approach our curriculum.



At Beechcroft St Paul's Primary School, we are committed to teaching a broad and balanced curriculum that is stimulating, motivating and encourages pupils to become independent and aspirational learners. Last year we launched our new 'Soaring Curriculum', which is underpinned by research evidence and cognitive science.

Our curriculum is vocabulary focused and aims to equip pupils with the technical language required to talk about their learning in a precise manner, across the curriculum. Knowledge organisers are utilised within learning modules to support vocabulary development.

Each curriculum area is taught in a series of modules which are regularly revisited within each academic year and also built upon in subsequent years. Children access mini-quizzes at regular intervals within modules thus challenging them to recall their learning. Research shows that both the 'spaced practice,' and 'Retrieval Practice,' embedded within the curriculum, enhance pupils' learning.

Repetition and depth of experience is at the centre of the new EYFS curriculum at Beechcroft St Paul's. It will allow for a language rich environment that supports the children in building their language and vocabulary, embedding new words in context. Books, rhyme and poetry will be at the centre of the curriculum and will help us to foster a love for reading amongst our children. Through our curriculum we will support the children in building key relationships both with adults and peers and will allow for a positive sense of self to be achieved by all. The curriculum will allow for the children to be supportive to one another and they will develop a can-do attitude with perseverance being modelled and championed throughout. The children will be given a range of opportunities to explore the community in which they live and physical experiences to gain a sense of the world around them. They will be given opportunities that they may not normally get on a day-to-day basis with visits and visitors allowing for their cultural capital to be widened. The curriculum will strive to allow the children to become inquisitive, curious learners who are willing to take calculated risks in a safe and secure environment.



Curriculum Drivers – a CASE for our curriculum

As a school we have developed four curriculum drivers which we embed into our curriculum through worship, teaching, curriculum design, dialogue, environment and extra-curricular activities. These are woven in to our curriculum planning so that all pupils are offered opportunities to develop themselves in each of these drivers between the time they start with us in Reception to the time the leave us in Year 6.

Communication Providing a language rich environment 	**Aspiration** Instilling lifelong aspirations 
Spirituality Encouraging our children to take ownership of their thoughts and emotions 	**Environment** Giving our children respect and understanding of the environment. 

Our core Christian values of hope, wisdom and respect underpin all that we do. As a Church school, we work together to provide an excellent education, within an inclusive, respectful and kind Christian ethos. We strive to enable our children to achieve the very best and to surpass all expectations. We want to inspire children to go out into their community and into the world and make a positive difference.

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Job Advert

Job Title	KS1 Teacher 0.4 FTE plus PPA and KS2 Teacher 0.4 FTE plus PPA
Academy Name	Beechcroft St Paul's
Location	Corporation Road, Weymouth, Dorset, DT4 0LQ
Contract Type	Permanent – we would consider combining the roles for the right candidate
Salary	Main Scale 1-6
Pension	Teacher's Pension
Contact	Cath Crossley – Headteacher
Closing Date	29th November 2021 at 9am
Interview Date	6th December 2021
Start Date	January 2022

How to Apply

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give us a call and we will be happy to help you with as much detail as possible to support this process. We encourage visits to our academies, and these can be arranged between yourself and the school.

When you have enough information to make your decision to apply, please complete all sections of the application form.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews are to be confirmed and further details about the interview process will be emailed to the candidates in good time.

The Diocese of Salisbury Academy Trust is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS check will be required.



Job Description



Job Title: **Teacher**

Reports to: **Headteacher**

Salary Range: **Teacher's Pay Scale**

Main Duties:

1. **Planning, Teaching and Class Management**
   - To teach allocated pupils by planning their teaching to achieve progression of learning through:
     - identifying clear teaching objectives and specifying how they will be taught and assessed;
     - setting tasks which challenge pupils and ensure high levels of interest;
     - setting appropriate and demanding expectations;
     - setting clear targets, building on prior attainment;
     - identifying SEN or very able pupils;
     - providing clear structures for lessons maintaining pace, motivation and challenge;
     - making effective use of assessment and ensure coverage of programmes of study;
     - ensuring effective teaching and best use of available time;
     - monitoring and intervening to ensure sound learning and discipline;
     - working in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;
     - putting the needs of the school's pupils first and actively promote and enthusiasm to learn;
     - actively promoting environmental sustainability;
   - To use 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 pupils, give attention to errors and misconceptions;
     - select appropriate learning resources and develop study skills through library, ICT and other sources;
     - ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
     - evaluate their own teaching critically to improve effectiveness.
   - To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum.
   - To take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies, and particularly the foundations for literacy and numeracy.
   - To encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
   - To use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
   - To manage parents and other adults in the classroom.

2. **Monitoring, Assessment, Recording, Reporting**

   To:
   - assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
   - mark and monitor pupils' work and set targets for progress;
   - assess and record pupils' 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.

3. **Other Professional Requirements**

To:

- have attained the National Standards for Qualified Teacher Status;
- enhance and update their teaching skills through continuing professional development;
- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school though effective participation in meetings and management systems necessary to co-ordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time be determined.

4. **Leadership**

To:

- be accountable for the strategic leadership and management of a key area of our school
- take responsibility for the part that you play in the progress of the Academy Improvement Plan and contribute to it accordingly
- evaluate the work of the school, where necessary, taking steps to secure the highest possible outcomes for our learners

5. **To fully comply with the Trust's safeguarding policy**

6. This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.



Person Specification

	Essential	Desirable	Assessed
Qualifications	• Have qualified teacher status • Proven experience of teaching in EY or a key stage • Use of ICT to support teaching and learning		Application Reference Interview
Knowledge	• A secure knowledge of a key stage • A secure knowledge and understanding of the teaching of phonics • Ability to plan and deliver stimulating lessons • Have an understanding of how to use assessment for learning • Be able to keep detailed records and monitor children's progress • Be able to use a variety of behaviour management strategies • Have an understanding of SEND • Keep up to date with current initiatives	• Evidence of recent and relevant professional development	Application Reference Interview
Skills & Abilities	• Be an excellent teacher • Ability to differentiate for individuals • Have an understanding of learning styles and child development • Be able to work as part of a team • Have the ability to lead curriculum subjects	• Use data to inform school target setting Experience of leading a curriculum area in school	Application Reference School Visit Interview
Working with others	• Be able to build positive relationships with children and adults • Be a role model to staff, children and the community • Liaise with and report to parents, governors and outside agencies • Show experience of working alongside others	• Show experience of working alongside others	Reference School Visit Interview
Personal Qualities	• Organised • Flexible • Enthusiastic • Committed • Self-motivated • Excellent communication and interpersonal skills • Show initiative • Be reflective on own practice • Have a desire to engage in own professional development • Good sense of humour!		Reference School Visit Interview

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Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

Children and young people at the heart of all we do

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

Faithfulness to our Christian tradition

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

Striving for excellence

We love learning and are passionate about the high standards we can achieve in all aspects of life.

Collaboration

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

Celebrating success

We celebrate the achievements of every individual and share our successes widely.



'I can do everything through Christ, who gives me strength'



Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. From January 2021, the Trust has twenty-two academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The Salisbury Diocesan Board of Education (SDBE), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to www.dsat.org.uk/map.