

RECRUITMENT PACK

Primary Class Teacher KS1

MPR/UPR (£30,000 to £47,222)

Start Date: November 2024 or January 2025



THE MILL ACADEMY

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Introduction from the Chief Executive and Director of Education



At the MILL Academy are committed to providing education that transforms lives and we are ambitious in our pursuit of excellence. Our vision is to enable individual schools to flourish whilst remaining integral to the communities they serve.

If you relish the prospect of working with children – including some from challenging backgrounds, are passionate about making a real difference to their future and are uncompromising in your determination to ensure that they receive the outstanding education they deserve, this could be the role for you.

We are ambitious for all our schools and this role will be part of the Trust’s Central Team, working across both of our primary schools in conjunction with the leadership teams in those schools. This role is central to our catch-up strategy for our primary pupils and will support our primary teaching teams especially our newly qualified teachers.

Colleagues work collaboratively with other professionals in our Trust and the team approach is central to our success. Our professional development is truly gold standard – we were awarded ‘Gold’ by the Teacher Development Trust in 2020. The Trust invests heavily in professional development and believes it to be of paramount importance; we ensure that, at whatever stage in their career, teachers and support staff have access to high quality development opportunities.

If you feel that you would like to be part of this progressive team, then please get in touch. We would be delighted to meet you.

Wendy Hemmingsley
Chief Executive

Victoria Musson
Director of Education

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Our approach

To join the MILL Academy Trust is to join a family – staff and pupils who want to do things differently.

Here we think deeply about how we can have the biggest impact on pupils. In a world where the algorithms of life give us more of the same, we believe education has the role to give children something different. We continually ask ourselves the following five questions;



- Are we securing equity?
- Is our leadership driving school improvement?
- Is our curriculum irresistible?
- Are we research informed?
- Are we deploying resources effectively?

At our primary schools, we have a culture of compassion where we have high expectations and show understanding. We have 3 rules; ready, respectful and safe. We are a truly inclusive and passionately believe that every child has a right to mainstream education. We aim to ensure that all our children have access to a 'box set' knowledge curriculum that builds children schemata. We plan sequences of learning that incorporates high challenge, low threat quizzes to provide retrieval practice and the hypercorrection effect for our children, and assessment for learning opportunities for the adults. We replaced our marking policy with feedback- feedback must be a medical, not a Post Mortem. We work on the understanding that the best type of feedback is in the moment and/or in the next lesson – we teach the gaps.

As Read Write Inc schools, we group children by their gaps. These groups are fluid and flexible to allow children to make rapid progress to catch up and keep up with their peers. We limit our interventions to the ones that are evidence based and enable our children to access the curriculum. We use the Cornerstones Curriculum which is project based, but ensure we keep the integrity of the subjects. Our curriculum is learnt, not experienced. We don't teach to the test as we believe great SATs results are a by-product of giving children knowledge. We explicitly teach tier 2 and 3 words, foster structured reading opportunities, promote and scaffold high quality academic talk in the classroom, promote and scaffold high quality academic writing and foster 'word consciousness' and independent word learning strategies.

We have identified our intentions for our curriculum. We aim to make sure our curriculum;

- Is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- Extends beyond the academic by providing opportunities to develop and discover their interests and talents. Learners are supported to develop their character and help them to

know how to keep physically and mentally healthy – including resilience, confidence and independence.

- Prepares learners for life in modern Britain, equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values. All learners will develop their understanding and appreciation of diversity, celebrating what we have in common and promoting respect.
- Is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Assessment is used to help learners to embed and use knowledge fluently, to check understanding and to inform teaching.
- Has a rigorous approach to the teaching of reading, writing and oracy that develops learners' confidence and enjoyment of learning.
- Provides a range of opportunities to ignite a passion for learning – each term will start with a 'memorable experience'.

We look after staff wellbeing to enable staff to look after the wellbeing of our children. We keep after school commitments and meetings to a minimum and have an appraisal system in place to help staff be even better. All staff have access to relevant and timely professional development along with our ever-growing professional development library.

Health & Safety

All staff at the MILL Academy have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.



The opportunity

Position: Class Teacher KS1

Working Hours: Full Time

Required: 1st November 2024 or 1st January 2025

We are seeking to appoint primary teacher to work across both our primary schools until July 2025 in the first instance. This is an excellent opportunity for a talented, experienced teacher and would suit both ECTs or experienced teachers.

Selection Criteria

Essential

- Qualified Teacher Status
- Ability to teach KS1 and KS2
- Effective behaviour management
- Ability to work as part of a team
- Knowledge of planning, assessment and record-keeping
- Commitment to further training and development
- Conscientious, enthusiastic and positive
- The ability to relate well to children, staff and parents

Desirable

- Willingness to contribute to extra-curricular activities
- Evidence of improving practice by identifying and meeting CPD needs

Job Description: Primary Class Teacher (TMR and UPR)

Post Title: Primary Class Teacher

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder. You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

Working Time: Full time

Disclosure Level: Enhanced

Salary: TMR/UPR

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;

- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- demonstrate a clear understanding of systematic synthetic phonics;
- demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- plan sequences of lessons to extend knowledge and build on prior knowledge;
- use the "principles of instruction" to plan sequences on lessons;
- be evidence informed;
- be diagnostic in identifying gaps and relentless in closing them;
- Use feedback and assessment to inform the next stage of learning.

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use your professional judgement to report data and have professional conversations;
- use regular feedback in the moment and to inform your planning.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour blueprint;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, recognition, postcards, positive phone calls home and restorative conversations;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

For all staff - You have specific responsibilities under Health & Safety / Child Protection legislation to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do.
- Cooperate on all issues involving health and safety.
- Use work items provided for you correctly, in accordance with training and instructions.
- Do not interfere with or misuse anything provided for your health, safety or welfare.
- Report any health and safety concerns to your line manager as soon as practicable.
- Report any safeguarding children / child protection concerns to a senior member of staff.
- Attend safeguarding training as requested.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

The Application Process

We are seeking to appoint the best possible candidate and our recruitment process will reflect our desire to undertake all possible measures to achieve this.

To apply you should download the teaching staff application form from our website and return it to jobs@millacademy.co.uk, or complete the TES online application form. Please ensure you have included a supporting statement with your application in the relevant part of the application form, this should be no more than 2 sides of A4.

Shortlisting will take place shortly after the closing date and candidates will be notified further only if they are successful in being shortlisted. The date for interviews and associated assessment activities will be confirmed in due course but will be within 10 days of the closing date.

If you decide you want to be part of our dynamic team, we look forward to receiving your completed application form by our closing date.

Closing date: Monday 2nd September at 9am

Please apply as soon as possible as we will consider applications on receipt and reserve the right to close adverts early.

Visits to our schools are warmly welcomed, to make an appointment to visit or if you have any queries about this role, please do not hesitate to contact the HR Team on 01993 848166 or email hr@millacademy.co.uk. All visits are by prior appointment only.

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The MILL Academy and its schools are committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance and other relevant pre-employment checks.