



# Diocese of Salisbury

## Academy Trust

*'Beyond expectations for all of God's children'*



## Classroom Teacher



## 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](http://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.



## Letter from the Headteacher

Dear Colleague,

Thank you for showing an interest in the post of Classroom Teacher at Marden Vale Academy within the Diocese of Salisbury Academy Trust (DSAT). As the Headteacher of this lovely school, I am incredibly excited at the prospect of appointing a Teacher with the drive, ambition and skills to continue the work of our dedicated staff and local governing body to help us in our journey towards an Ofsted grading of “Good” and beyond.

We are proud to be a member of the DSAT, which is a strategic and forward thinking Trust that recognises the needs and challenges across all its academies. You will join a team of professionals who are welcoming, compassionate, highly motivated and promote high expectations and aspirations at Marden Vale Academy and throughout the Academy Trust.

Being committed to excellence, you will be working in collaboration to build strong partnerships with a range of stakeholders, working across the Trust for the growth of thriving Christian learning communities, allowing us to achieve our vision of going ‘Beyond expectations for all of God’s children.’

If you would like further information about this exciting role or to arrange a visit, please contact the office at Marden Vale Academy – [admin@mardenvale.dsat.org.uk](mailto:admin@mardenvale.dsat.org.uk)

I look forward to hearing from you.

Best wishes

A handwritten signature in black ink that reads 'Alison Emmerson'. The signature is stylized with a large 'A' and 'E'.

**Alison Emmerson**  
Headteacher



## Welcome to Marden Vale C of E Academy!

Marden Vale currently has 211 children on roll across 8 classes, 2 resource base rooms. We have fantastic resources that are used to make sure children achieve their full potential. These not only include our team of hardworking staff but also our pastoral team and fantastic outside facilities including forest school area and large outdoor stage.

In September 2015, to strengthen our drive for continued school improvement alongside our thirst for greater collaborative working, we joined the Diocese of Salisbury Academy Trust (DSAT). To find out more about DSAT please visit [www.dsat.org.uk](http://www.dsat.org.uk)

Part of the reason for joining a Diocesan Trust was to respect and develop our church school status. We have good links with the clergy of St Mary's Church. As well as clergy leading some worship within our school, we also hold services in church, support community events and use the church as a learning resource for our children.

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 Advert

<b>Job Title</b>	Classroom Teacher
<b>Academy Name</b>	Marden Vale CE Academy
<b>Location</b>	Calne, Wiltshire
<b>Contract Type</b>	Fixed Term until 31 August 2022
<b>Salary</b>	MPS (1-6)
<b>Pension</b>	Teacher's Pension
<b>Contact</b>	Vikki Hamer 01249 813505
<b>Closing Date</b>	30 June 2021
<b>Interview Date</b>	7 July 2021
<b>Start Date</b>	1 September 2021

An exciting opportunity has arisen for an enthusiastic and dedicated teacher to join the team at Marden Vale C of E Academy in Calne to work alongside our hardworking team of children, parents and staff. An interest in leading and developing Maths would be an advantage.

The successful applicants will need to:

- be willing to embrace, support and develop the Christian ethos of our school
- be a team player
- lead, inspire and motivate children
- have high expectations and excellent classroom practice
- have a desire to improve their own practice further

In return we are proud to offer you:

- enthusiastic children
- willing, hardworking staff team
- supportive parents who are keen to be involved
- a strong team of governors
- CPD across the Trust
- development opportunities within the Trust

## Additional information

Please see links to the school and DSAT websites [www.mardenvale.dsat.org.uk/vacancies](http://www.mardenvale.dsat.org.uk/vacancies) and [www.dsat.org.uk](http://www.dsat.org.uk).

For further information and to arrange a visit, please contact the school office on [admin@mardenvale.dsat.org.uk](mailto:admin@mardenvale.dsat.org.uk)

Marden Vale CofE Academy, William Street, Calne, Wiltshire. SN11 9BD

Marden Vale CofE Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.

Visits to the school are warmly welcomed and positively encouraged normally however in the present climate please call the office to discuss this further.



# Job Description

**Job Title: Classroom Teacher**

**Reports to: Headteacher**

**Grade MPS1-6**

**Salary Range: £25,714 - £36,961**



Marden Vale CE Academy is committed to safeguarding and promoting the welfare of Children and Young People. Members of staff should at all times work within the framework provided by the school's policies, to fulfil the aims and objectives of Marden Vale CE Academy.

1.	<p><b>Planning, Teaching and Class Management</b></p> <ul style="list-style-type: none"><li>• To teach allocated pupils by planning their teaching to achieve progression of learning through:<ul style="list-style-type: none"><li>○ identifying clear teaching objectives and specifying how they will be taught and assessed;</li><li>○ setting tasks which challenge pupils and ensure high levels of interest;</li><li>○ setting appropriate and demanding expectations;</li><li>○ setting clear targets, building on prior attainment;</li><li>○ identifying SEN or very able pupils;</li><li>○ providing clear structures for lessons maintaining pace, motivation and challenge;</li><li>○ making effective use of assessment and ensure coverage of programmes of study;</li><li>○ ensuring effective teaching and best use of available time;</li><li>○ monitoring and intervening to ensure sound learning and discipline;</li><li>○ working in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;</li><li>○ putting the needs of the school's pupils first and actively promote and enthusiasm to learn;</li><li>○ actively promoting environmental sustainability;</li></ul></li><li>• To use a variety of teaching methods to:<ul style="list-style-type: none"><li>○ match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;</li><li>○ use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;</li><li>○ select appropriate learning resources and develop study skills through library, ICT and other sources;</li><li>○ ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;</li><li>○ evaluate their own teaching critically to improve effectiveness.</li></ul></li><li>• 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.</li><li>• 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.</li><li>• To encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.</li><li>• To use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.</li><li>• To manage parents and other adults in the classroom.</li></ul>
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2.	<p><b>Monitoring, Assessment, Recording, Reporting</b></p> <p>To:</p> <ul style="list-style-type: none"> <li>• assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;</li> <li>• mark and monitor pupils' work and set targets for progress;</li> <li>• 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;</li> <li>• prepare and present informative reports to parents.</li> </ul>
3.	<p><b>Other Professional Requirements</b></p> <p>To:</p> <ul style="list-style-type: none"> <li>• have attained the National Standards for Qualified Teacher Status;</li> <li>• enhance and update their teaching skills through continuing professional development;</li> <li>• have a working knowledge of teachers' professional duties and legal liabilities;</li> <li>• operate at all times within the stated policies and practices of the school;</li> <li>• establish effective working relationships and set a good example through their presentation and personal and professional conduct;</li> <li>• endeavour to give every child the opportunity to reach their potential and meet high expectations;</li> <li>• contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;</li> <li>• take responsibility for their own professional development and duties in relation to school policies and practices;</li> <li>• liaise effectively with parents and governors;</li> <li>• take on any additional responsibilities which might from time to time be determined.</li> </ul>
4.	<p><b>To fully comply with the Trust's safeguarding policy.</b></p>
5.	<p>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.</p>



## Key Contacts and Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and knowledge. Information is exchanged with teachers and other school staff, school management, parents/carers and at times representatives of other agencies e.g. Health, Social Care etc.

## Decision Making

The job holder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

## Resources

The job holder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security

## Skills and Qualities

New entrants are not required to have any background in Learning Support work but must have good general skills at dealing with children and have the ability, through an extended induction period, to learn and apply learning support techniques. By the time the job holder is fully competent in the job he/she will be operating at NVQ2 (or equivalent) level with an understanding of different learning support needs and ways of meeting these.

## Working Environment

The job holder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may be the need to deal with bodily fluids when giving personal care.

# Person Specification

	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> <li>• Have qualified teacher status.</li> <li>• Proven experience of teaching in EY or a key stage.</li> <li>• Use of ICT to support teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Knowledge & Understanding	<ul style="list-style-type: none"> <li>• A secure knowledge of a key stage.</li> <li>• A secure knowledge and understanding of the teaching of phonics</li> <li>• Ability to plan and deliver stimulating lessons.</li> <li>• Have an understanding of how to use assessment for learning.</li> <li>• Be able to keep detailed records and monitor children's progress.</li> <li>• Be able to use a variety of behaviour management strategies.</li> <li>• Have an understanding of SEND</li> <li>• Keep up to date with current initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent and relevant professional development.</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>• Be an excellent teacher.</li> <li>• Ability to differentiate for individuals.</li> <li>• Have an understanding of learning styles and child development.</li> <li>• Be able to work as part of a team.</li> <li>• Have the ability to lead curriculum subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Use data to inform school target setting.</li> <li>• Experience of leading a curriculum area in school.</li> </ul>

	Essential	Desirable
Working with others	<ul style="list-style-type: none"> <li>• Be able to build positive relationships with children and adults.</li> <li>• Be a role model to staff, children and the community.</li> <li>• Liaise with and report to parents, governors and outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Show experience of working alongside others.</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>• Organised.</li> <li>• Flexible.</li> <li>• Enthusiastic.</li> <li>• Committed.</li> <li>• Self-motivated</li> <li>• Excellent communication and interpersonal skills.</li> <li>• Show initiative</li> <li>• Resilient</li> <li>• Be reflective on own practice.</li> <li>• Have a desire to engage in own professional development.</li> <li>• Good sense of humour</li> </ul>	



# Diocese of Salisbury Academy Trust

## *'Beyond expectations for all of God's children'*

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](http://www.dsat.org.uk/map).