

# **SKERNE PARK ACADEMY**

## **ABOUT THE ACADEMY**

Skerne Park is a two form entry school that has a PAN of over 400. Current numbers are stabilising around 320. Most pupils are White British with a lower than average percentage from minority ethnic heritages. The same is true of children who speak English as an additional language.

Our catchment includes children from many different backgrounds. 65% of children receive free school meals (this percentage has increased significantly over the pandemic). 27% of children have additional needs, including 11 children with Education Health Care Plans.

We ensure that the children receive a broad, balanced curriculum that is enriched by visits and visitors.

The school is set in extensive and well-resourced grounds, the current building was opened in 2006. The school currently occupies a significant part of the Coleridge Centre, a purpose built Children's Centre, including Sure Start and other community provision. There is considerable scope for expansion and development of many aspects of community provision, for example parental engagement/involvement. The Trustees and governing body of Skerne Park is actively seeking development in these areas.

The school was last inspected by Ofsted in January 2022 and was judged to Require Improvement. Much work has been done and continues to be done to support the constant school improvement and meet the ever more complex needs of the children accessing the school. The pandemic has also had impact and as you would expect for a school in such an area, recovery and progression both academically and emotionally has been ongoing.

## **ABOUT THE TRUST**

Hummersknott Academy (part of Hummersknott Academy Trust) is a highly successful 11-16 school which takes in nearly all of the Year 6 students from Skerne Park. It was judged a Good school by Ofsted in September 2021. Hummersknott itself converted to an Academy in July 2011, agreeing to continue to support Skerne Park as part of the process and develop the Trust we have today. Significant work since that date has been done to ensure that both schools within the Trust are sustainable educational settings in their own right able to meet the needs of their catchment whilst being true to the core values of the Trust. Children are at the heart of all we do. The Trust provides human resource management, financial management, facilities and premises management including on site community lettings and ICT support and strategy for both its schools.

**SKERNE PARK ACADEMY  
JOB DESCRIPTION**

**POST TITLE:**

**TEACHER**

**GRADE:**

**MPS/UPS**

**This post is paid on Main Professional Scale/Upper Pay Scale in accordance with the current National Teachers Pay and Conditions**

**The postholder is expected to have met and to maintain the National Teacher Standards**

**REPORTING RELATIONSHIP:**

To the Headteacher

Each **teacher** is responsible for carrying out the duties of a teacher as set out in the current copy of The School Teachers' Pay and Conditions Document. This job description may be modified by the Headteacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The specific role requires the teacher to teach full time. Specific duties of a teacher are detailed below:

**MAIN DUTIES/RESPONSIBILITIES**

1. To have a commitment to the agreed whole school vision and values as published in the school prospectus. To positively promote and contribute to the team ethos of the school.
2. To plan, prepare and implement an appropriate programme of work for the children which:
  - takes account of each child's individual needs through differentiation of expectations/task.
  - considers the needs of the child in all aspects of development.
  - fulfils the National Curriculum requirements.
  - is in line with whole school policies.
  - motivates the children to learn independence and self confidence.
  - have an awareness of decisions made by the Government, LA, Governing Body and Support Agencies.
  - has a commitment to first hand experience/curriculum enrichment and the celebration of children's contributions.
3. To assess and evaluate the children's work and provide pupil profiles/records of achievement which:
  - are in line with the National Curriculum requirements.
  - enable the tracking and monitoring of progress and inform the setting of annual targets.
  - form the basis of professional dialogue with: Colleagues; Parents; Support Agencies; Link Schools etc.
  - are filed and available (on request) to parents.
4. To ensure that all the children within the class have equal access to the experiences and opportunities provided.
5. To take an active part in meetings/working groups relevant to the age range that you are teaching.
6. To actively promote and implement whole school policies.

7. To have high expectations of the children in work, attitude and behaviour.
8. To have pastoral care of the teaching group, within the school ethos, by:
  - being a good role model for the children in all personal qualities.
  - fostering the positive self-image of each child through praise and encouragement.
  - respecting each child and ensuring that the child through praise and encouragement.
9. To alert the Lead Practitioner to a cause for concern, who will in turn liaise with the Headteacher.
10. To continue personal and professional development.
11. This post has a high level of contact with, and responsibility for, children.
12. To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
13. Any other tasks as may be reasonably requested by the Headteacher from time to time.
14. To carry out your duties with full regard to the Trust's Equality Policy and Race Equality Scheme.
15. To comply with Health and Safety policies, organisations statements and procedures, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY POLICIES.**

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE, AND BARRING SERVICE CHECK BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE ACADEMY.*

# PERSON SPECIFICATION – Teacher

ESSENTIAL				DESIRABLE		
	Crit eria No.	ATTRIBUTE	Stage Identifi ed	Crit eria No.	ATTRIBUTE	Sta ge Ide ntif ied
<b>Qualifica tions &amp; Educatio n</b>	E1	Qualified Teacher Status	AF/C			
	E2	Degree or equivalent	AF/C			
<b>Experien ce &amp; Knowled ge</b>	E3	Experience of teaching with strengths in planning, preparation and assessment.	AF/I/R	D1	Knowledge of end of key stage expectations	
	E4	Experience of closing the gap in attainment.	AF/I/R	D2	Experience of working in a school with a high level of deprivation or a knowledge of the barriers to learning these children face	
	E5	Experience of significantly raising attainment of all children and promoting greater depth learning	AF/I/R			
	E6	A clear vision and understanding of the needs of Primary age pupils including special needs and those with an EHCP	AF/I/R			
	E7	Experience of working successfully and co-operatively as a member of a team in a school	AF/I/R			
	E8	An understanding of regulation strategies and how to settle children to learn	AF/I/R			
<b>Professio nal Develop ment</b>	E9	Attendance at recent and relevant training	AF/I			
	E10	An active interest in staff development and willingness to fully participate.	AF/I/R			
<b>Skills / Knowled ge &amp; Underst anding</b>	E11	A range of effective teaching and assessment methods including excellent differentiation	AF/I/R			
	E12	Strategies to raise pupil achievement and attainment	AF/I/R			
	E13	Strategies to close the gap in attainment for vulnerable groups	AF/I/R			

ESSENTIAL				DESIRABLE		
	Crit eria No.	ATTRIBUTE	Stage Identifi ed	Crit eria No.	ATTRIBUTE	Sta ge Ide ntif ied
	E14	Evidence of a good working knowledge of the national curriculum	AF /I/R			
	E15	Good and professional understanding of safeguarding and child protection with experience of working with outside agencies	AF /I/R			
	E16	A good knowledge of behaviour management strategies				
<b>Personal Qualities</b>	E17	A willingness to embrace the school vision and values and all that it stands for	AF/I/R			
	E18	Excellent communication skills	I/R			
	E19	Demonstrate an understanding of developing positive relationships with pupils and staff, parents and governors.	AF/I/R			
	E20	A willingness to be observed and take part in moderation and evaluation which lead towards the whole school improvement plan.	AF/I/R			
	E21	A passion for the education of children and a desire to make a difference to all children	AF/I/R			
	E22	To demonstrate an understanding of how to build effective relationships with hard to reach stakeholders.	AF/I/R			
	E23	A commitment to following school policies and methods of working.	AF/I/R			
	E24	Resilience, optimism, personal responsibility and self-leadership	AF/I/R			

Key – Stage identified	
AF	Application Form
C	Certificates

T	Tests
P	Presentation
I	Interview
R	References
D	Disclosure

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references.