



**Enquire Learning Trust Application Pack**

**Early Career Teacher**

Buckingham Primary Academy

Hull

HU8 8UG



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**The Enquire Learning Trust**

We are a multi-academy trust currently responsible for 30 academies in three clusters across the North of England; North East Lincolnshire, Hull, Manchester and Stockton-On-Tees.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people to every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don’t believe that implementing blanket priorities and objectives is pertinent to a successful academy, and encourages autonomy to academy leaders wherever possible.

**Values**

* We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
* We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
* We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
* We take learning seriously and work together to create a vibrant culture in which this can happen.  We know that it’s what we do that counts and that our thinking must be visible in classrooms if it is to have leverage.  Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that taps into their passions and interests and use the potential of emergent technologies.

**Keys to Success**

**We are a Multi Academy Trust that:**

1. **Understands need and identifies real and current priorities.**  
   We need to remain grounded in the real priorities that are identified by academy leaders and the Trust, because we can only expect schools to participate and actively engage if their real academy needs are met.
2. **Creates opportunities for academy leaders and teachers.**  
   We need to constantly create opportunities for dialogue between the Trust, academy leaders and their peers, giving opportunity to enquire in to, and reflect upon the real priorities of each academy and explore opportunities for leadership teams to test out their judgements about where the school is and where the focus for improvement should be. We need to offer opportunities for collaborative support in co-designing the approaches each academy will take to achieve the improvements they aspire to.
3. **Takes advantage of research evidenced nationally to improve our futures.**  
   Our approach needs to be based on the best research evidence that is available to us… because there is real wisdom in research and our children will learn most effectively if we are able to convert this wisdom into action and practice.
4. **Ensures evidence informed improvement is at the heart of everything we do.**  
   To be continually exploring what the evidence base tells us about effective practice, utilising the outcomes of research to inform the decisions each academy makes about how to take practice and provision to another level. Ensuring our staff are given the opportunity to engage with research and explore what it means for their developing classroom practice.
5. **Understands that only when adults learn to do things differently, will classroom practice improve.**  
   We must make professional learning and development an absolute priority, as if our adults are constantly learning and changing, so are our children. We are committed to creating high quality learning opportunities for all of our professionals – regardless of their role, with a reciprocal expectation that all of our professionals will embrace those opportunities to learn in ways that enhance the quality of what takes place in classrooms.
6. **Unlocks the potential!**We must emphasise the collaborative development and improvement, because the expertise locked away inside our classrooms has the potential to impact upon every learner. We need to create opportunities for reflection, learning and improvement. We need to de-privatise practice in ways that enable professionals in our classrooms to learn from one another, not only in their own academy but within the many schools across the Trust.
7. **Nurtures great leaders and liberates them to transform the life chances of our children.**We need to realise the potential of school-to-school support and leadership, utilising the outstanding leadership expertise that already exists within the Trust, and drawing upon that expertise to build leadership capacity within all of our academies.
8. **Recognises that great learning is created by great teaching.**  
   Because when classroom practitioners grow, develop and thrive, so do our children. It is everyone’s responsibility to create the conditions for that to be great. Our employees are the key to our success, and as a Trust we must create the conditions for them to thrive.

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**About the Academy**

Buckingham Primary Academy converted to academy status in June 2014, however children from East Hull have been educated on the same site since 1883. The current building dates back to 1988 and we are fortunate enough to have ample outdoor learning space including 3 playgrounds, a sports field and gardens. The academy has undergone extensive refurbishment in recent years and this is expected to continue on a rolling programme.

**Values and Ethos**

At Buckingham Primary Academy we believe, persevere and achieve.

Our mission is to ensure that our young people leave us as confident and adaptable learners who are imaginative, intelligent and independent ready to be responsible, respectful and aspirational members of their community and the wider world.

We are proud to offer a purposeful, inspiring, broad and aspirational curriculum which is accessible and inclusive for ALL with a wide range of enquiry questions, high aspirations and a belief to achieve through collaboration. There is a clear progression of skills from when a child starts to when a child leaves at the end of primary in readiness for secondary education. Our curriculum provides connections and webs of knowledge through careful task design.

Our children’s cultural capital is varied as our children come from a wide range of backgrounds. Our curriculum aims to close the cultural capital gap for the most disadvantaged children in our community. This will enable ALL our children to actively contribute to the community and their wider society in a positive way.

Staff work hard to enable pupils to become confident, responsible and successful learners and we believe working with parents and carers ensures the best outcome for everyone. Through collaboration, our children will leave Buckingham Primary Academy with personal pride and respect for one another and have a deepened understanding and the emotional intelligence to keep themselves and their community safe in an ever changing society.



*‘Pupils are happy and smiling, and they enjoy coming to school because they enjoy their learning.’ OFSTED November 2019*

*‘It does not take long for a visitor to the school to experience the warm and caring relationships that exist between teachers and pupils.’ OFSTED November 2019*

*‘The Principal and her dedicated team of staff are all proud to be part of this calm and inclusive school.’ OFSTED November 2019*

*‘Leaders are ambitious about what pupils can achieve, and staff have high expectations.’ OFSTED November 2019*

*‘Parents and carers are very positive about the school.’ OFSTED November 2019*

**Health and Wellbeing Package**

The Enquire Learning Trust offers an extensive health and wellbeing package to support employees in maintaining health and wellbeing including:

* an employee assistance programme through Westfield Health;
* a mental health first-aid programme;
* access to formal supervision through Applied Psychologies;
* access to a wide range of training and development opportunities;
* procedures for reporting and handling inappropriate behaviour (for example bullying and harassment)
* subsidised gym/sports facilities;
* a stress risk assessment;
* employee wellbeing support plan;
* special leave arrangements;
* opportunities for flexible working;
* support for workers with disabilities;
* the organisation's grievance policy;
* counselling for all employees through Westfield Health;
* counselling through Education Mutual (further details regarding which employees are able to access this service can be obtained by contacting the Academy Business Manager); and
* support from trade union representatives.



The Trust offers a cash plan through Westfield Health which allows you to claim money back, up to set limits, towards the cost of your essential healthcare, as well as providing access to valuable health and wellbeing services.​

**Mosaic Health Cash Plan:**

* 12 healthcare benefits and services​
* Money back towards your everyday healthcare bills​
* 100% reimbursement, up to set limits, with one year benefit periods​
* Health & wellbeing services​
* Voluntary upgrades and partner cover available by Direct Debit

**Key Features:**

* No medical required before joining​
* No limit on number of claims, up to limits of your cover level​
* ​Pre-existing medical conditions covered for all eligible employees​
* Worldwide cover on most benefits​
* Dependent children covered on key benefits at no extra cost

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**Job Description**

**Role: Early Career Teacher**

**Application Deadline:** Friday 29th April at 4pm

**Interviews:** Wednesday 4th May

**Start Date:** September 2022

**Starting Salary:** MPS1 or MPS2 depending on experience

**Contract:** Permanent

Buckingham Primary Academy is committed to creating a diverse workforce. We’ll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

# Main purpose

The teacher will:

* Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document
* Meet the expectations set out in the Teachers’ Standards and fulfil them to an appropriate level for your career stage.

# Duties and responsibilities

Teaching

* To be responsible for the day-to-day work and management of the class and welfare of the children,
* Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum and schemes of work
* Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
* Adapt teaching to respond to the strengths and needs of pupils
* Set high expectations which inspire, motivate and challenge pupils
* Promote good progress and outcomes by pupils
* Demonstrate good subject and curriculum knowledge
* Use formative and summative assessment to inform planning and or intervention for individual small group and whole class in order to maximise learning and progress for all
* Participate in arrangements for preparing pupils for external tests
* To plan opportunities to develop the social, emotional and cultural aspects of children’s learning

**Whole-school organisation, strategy and development**

* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision
* Make a positive contribution to the wider life and ethos of the school
* Work with others on curriculum and pupil development to secure co-ordinated outcomes
* Provide cover, in the unforeseen circumstance that another teacher is unable to teach

**Health, safety and discipline**

* Promote the safety and wellbeing of pupils
* Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

**Professional development**

* Take part in the school’s appraisal procedures
* Take part in further training and development in order to improve own teaching
* Where appropriate, take part in the appraisal and professional development of others
* Keep up-to-date with recent research and developments in education in order to maintain high quality pedogeological approaches, including knowledge and understanding of the effective inclusion of all children, which support high achievement of all children, regardless of background.
* Recognise own strengths and areas of expertise and use these to advise and support others

**Communication**

* Communicate effectively with all members of the school team, recognising everyone’s part in the overall education of our pupils
* Communicate and consult with parents and carers over all aspects of their children’s education – academic, social and emotional

**Working with colleagues and other relevant professionals**

* Collaborate and work with colleagues and other relevant professionals within and beyond the school
* Develop effective professional relationships with colleagues
* Liaise with outside agencies when appropriate eg: Educational Psychologist

**Personal and professional conduct**

* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
* Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
* Understand and act within the statutory frameworks setting out their professional duties and responsibilities

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager.

**Person Specification**

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| --- | --- |
| criteria | qualities |
| **Qualifications  and experience** | * Qualified teacher status * Degree * Successful primary teaching experience |
| **Skills and knowledge** | * Knowledge of the National Curriculum * Knowledge of effective teaching and learning strategies * A good understanding of how children learn * Ability to adapt teaching to meet pupils’ needs * Ability to build effective working relationships with pupils * Knowledge of guidance and requirements around safeguarding children * Knowledge of effective behaviour management strategies * Good ICT skills, particularly using ICT to support learning |
| **Personal qualities** | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * High expectations for children’s attainment and progress * Ability to work under pressure and priorities effectively * Commitment to own professional development * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * A good team player with a good sense of humour |

# Notes:

This job description may be amended at any time in consultation with the postholder.

Principal/ Line manager’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postholder’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_