



SIGMA TRUST

'Greater Than The Sum Of Its Parts'

Early Career Teacher

Primary

The Sigma Trust is a local partnership of academies in North East Essex. Sigma was formally established in September 2016 and has grown to become the largest multi-academy trust working solely within Essex. The Trust consists of eight secondary schools, one primary, two junior schools, an infant and nursery school, an enhanced provision and an Initial Teacher Training Scheme.

The size of the Trust allows extensive joint working to take place and provides huge opportunities for staff and students alike. We have been able to build a wide range of secondment opportunities linked to staff development and can ensure students have equal curriculum entitlement regardless of the size of school that they attend.

We are now seeking dynamic and motivated Early Career teachers to join our schools from July 2025.

You will be someone who is committed to achieving the highest possible standards and acts in line with the Trust's and schools' vision, mission and values.

OUR PRIMARY SCHOOLS



Alton Park Junior School



Holland Park School



Monkwick Infant School



Monkwick Junior School

[To apply, click here](#)

www.sigmatrust.org.uk

Closing Date: Midnight, Sunday 27th November 2024





SIGMA TRUST

Dear Candidate,

A very warm welcome to The Sigma Multi-Academy Trust. Born out of a local collaborative partnership of standalone academies in North East Essex, we became a Multi-Academy Trust in September 2016 and have experienced rapid growth and success, establishing a very positive reputation both locally and at national level. We have a current family of 8 secondary schools and 4 primary phase schools serving over 11,000 students and employing approximately 1,600 staff. Throughout this period of rapid expansion, we have continued to put our mission, vision and values at the heart of everything we do. Our values are of crucial importance to us and inform all that we do.

Our schools are all within touching distance of each other, and this local approach is one of our fundamental principles enabling us to maximise the provision of school-to-school support. Although our schools serve a variety of catchment areas, our mission leads us to specialise particularly in partnering schools in challenging areas and with a high level of local need where we work to ensure that no child and no school is left behind.

We firmly believe that Sigma is 'greater than the sum of its parts' and that our schools – and, therefore, our children and staff – cannot be successful unless we work in partnership together. Consequently, we are committed to the concept of a MAT as a family of schools working collaboratively with, and supporting, each other. This can be seen in practice in some of our innovative initiatives such as seconding staff between schools, establishing executive leader posts working across more than one school, the development of a School Improvement Team and the group of Strategic Subject Leads who provide subject expertise across all schools in the Trust. This work is supported by a strong centralised operations team of approximately 40 staff, based at our head office in Clacton-on-Sea, providing Finance, HR and Payroll support to all our schools along with strategic leadership of IT, Estates, Governance and Data Management.

We are committed to appointing the right people to these roles and to ensuring all prospective and actual applicants have the best possible experience of our recruitment and selection process.

In the meantime, thank you for taking the time and trouble to explore these opportunities in more detail, and I wish you well in your consideration of this opportunity and with your application.

Yours sincerely

Lyn Wright
Chief Executive Officer



SIGMA TRUST

Trust Mission, Vision and Values

Mission

To be "Greater Than The Sum Of Its Parts" represents the mission statement for The Sigma Trust. We believe we are stronger and more successful working together than we would be as separate institutions.

The mission for each academy within The Sigma Trust is to ensure that no child is left behind. Education should foster in its learners a curiosity to discover who they are and what they are capable of, together with developing the resilience for them to test the boundaries of their abilities, and build the skills necessary to face the future with confidence.

Vision

Our vision is to ensure that all of our academies are at least "Good" with strong and improving outcomes and are able to demonstrate outstanding provision. We will achieve this by:

- Establishing a local family of academies that fully embrace the mission, vision and values of the Trust.
- Ensuring that best practice becomes shared practice so that no school is left behind.
- Recognising the uniqueness and achievements of each academy.
- Enabling every school to be a giver and receiver of support.
- Developing a relationship where autonomy and accountability go hand in hand.
- Creating a centre of educational excellence and innovation within the area.
- Working in collaboration with others to enhance the educational experience of children in the community. Training, recruiting and retaining teachers, leaders and support staff through high quality professional development.
- Requiring that services are delivered efficiently and represent outstanding value for money.



SIGMA TRUST

Trust Mission, Vision and Values

Values

Integrity

Be honest, transparent, trustworthy and true to your beliefs

Passion

Be positive and enthusiastic about what you are trying to achieve

Aspiration

Aim for your best and set high, realistic goals

Resilience

Aim for your best and set high, realistic goals

Accountability

Never give up and strive to improve

Respect

For yourself, your environment and other people

What We Can Offer You



Excellent CPD Opportunities



Strong Wellbeing Initiatives



Employee Assistance Programme



Excellent Pension Scheme



Discounts, Perks and Health Cash Plan



And much, much more...



SIGMA TRUST

About the Role 'Early Career Teacher'

Responsible to:	Headteacher
Salary Grade:	Teachers' Main Scale
Contract Type:	Permanent
Hours:	Full Time

Job Purpose

To promote the aims and objectives of the school and maintain its philosophy of education and to support the Headteacher in promoting the ethos of the School.

To meet and conform to the appropriate standards set out in the Teachers Standards and the current School Teachers' Pay and Conditions document or such other revised document/s as identified by the Department for Education.

Safeguarding Responsibilities

Fulfil personal responsibilities and support the CEO, Head Teacher and Deputy Head in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board.

These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Operating clear whistle blowing procedures.
- Sharing information, with other professionals.
- Assigning a designated professional lead for safeguarding.
- Operating safe recruitment practices.
- Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice.
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.



About the Role

Key Responsibilities

- To follow any current and applicable School Policies under the direction of the Head Teacher.
- To respond to the needs of the school, with particular reference to the teaching of groups and classes within the school, as deemed necessary by the Head Teacher in accordance with STPCD.

Teaching

This job description is based on the DfE Teacher Standards which define the core purpose and functions expected of a good teacher.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

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



About the Role

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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

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 relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback



About the Role

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 policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 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

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law



About the Role

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

General

- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure all duties and services provided are in accordance with the Trust's Equal Opportunities Policy.
- The Trustees and Local Governing Committee are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified.

The postholder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.



Person Specification 'Early Career Teacher'

Qualifications & Experience	Essential	Desirable
<ul style="list-style-type: none"> Qualified Teacher Status in the UK 	✓	
<ul style="list-style-type: none"> Successful teaching experience within the primary sector 	✓	
<ul style="list-style-type: none"> Evidence of recent and appropriate professional development 	✓	
Skills and Knowledge	Essential	Desirable
<ul style="list-style-type: none"> Commitment to the safeguarding of children and following relevant policies 	✓	
<ul style="list-style-type: none"> Knowledge of a range of teaching and learning strategies 	✓	
<ul style="list-style-type: none"> Ability to make and maintain professional and supportive relationships with children 	✓	
<ul style="list-style-type: none"> Thorough knowledge and understanding of the National Curriculum 	✓	
<ul style="list-style-type: none"> Ability to plan, prepare and deliver effective lessons for a range of abilities 	✓	
<ul style="list-style-type: none"> Understanding and implementation of a range of positive behaviour management strategies 	✓	
<ul style="list-style-type: none"> Experience of giving children feedback that moves their learning on and supports their progress 	✓	
<ul style="list-style-type: none"> Experience of working in partnership with parents 	✓	
<ul style="list-style-type: none"> Evidence of positive working relationships with colleagues 	✓	
<ul style="list-style-type: none"> Experience of, or interest in, leading a curriculum subject within the school 		✓
<ul style="list-style-type: none"> Experience of working with children in receipt of pupil premium funding or from disadvantaged backgrounds 		✓
Personal	Essential	Desirable
<ul style="list-style-type: none"> High expectations of self and others 	✓	
<ul style="list-style-type: none"> Ability to prioritise time effectively and work to deadlines 	✓	
<ul style="list-style-type: none"> Able to work well individually and within a team 	✓	
<ul style="list-style-type: none"> Self-motivated and able to work on initiative 	✓	
<ul style="list-style-type: none"> Approachable and flexible 	✓	
<ul style="list-style-type: none"> High expectations of self and others 	✓	



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Further Information

[To apply, click here](#)

Closing Date: Midnight, Wednesday 27th November 2024

Selection: 3rd - 5th December 2024

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.

The Sigma Trust is proud to be an equal opportunity workplace. We are committed to equal employment opportunities regardless of any protected characteristics. This is embedded in our vision 'To Be Greater Than The Sum Of Its Parts', where we believe we are strong and more successful working together, creating a workplace which celebrates diversity.

The Sigma Trust
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