



**Salisbury Plain
Academies**

**Bulford St Leonard's
Primary School**



Fixed Term Teacher

APPLICATION PACK

Required ASAP

Salary – MPR

*Salisbury Plain Academies are committed to safeguarding and promoting the welfare of children.
All posts are subject to a Disclosure and Barring Service (DBS) check.*

ROLE OVERVIEW:

Bulford St Leonard's Primary School are looking to recruit Key Stage Two teacher who can effectively raise outcomes for learners. You should be able to deliver an excellent quality of teaching and learning and be passionate about using research to raise standards. An English, Art or Humanities specialism would be of interest.

We are looking for an enthusiastic, hardworking teacher, who:

- ✓ Is caring, inspirational and passionate about a creative cross-curricular approach to learning
- ✓ Is an excellent communicator and is committed to being part of a friendly and effective team;
- ✓ Has very high expectations of themselves and others and naturally shares good practice
- ✓ Is self-motivated, reliable and has a good sense of humour
- ✓ Has ambition and the drive to invest time in their own professional development so that they can become an exceptional practitioner perhaps with leadership aspirations

We can offer you:

- ✓ A well organised school with enthusiastic staff and children keen to welcome you
- ✓ Great pupil behaviour and engagement
- ✓ A respectful and enthusiastic school community, on an exciting improvement journey
- ✓ Up to date thinking based on research
- ✓ An effective SLT to support your induction and committed to developing your leadership skills
- ✓ Children who are keen to deliver their best and who deserve our very best

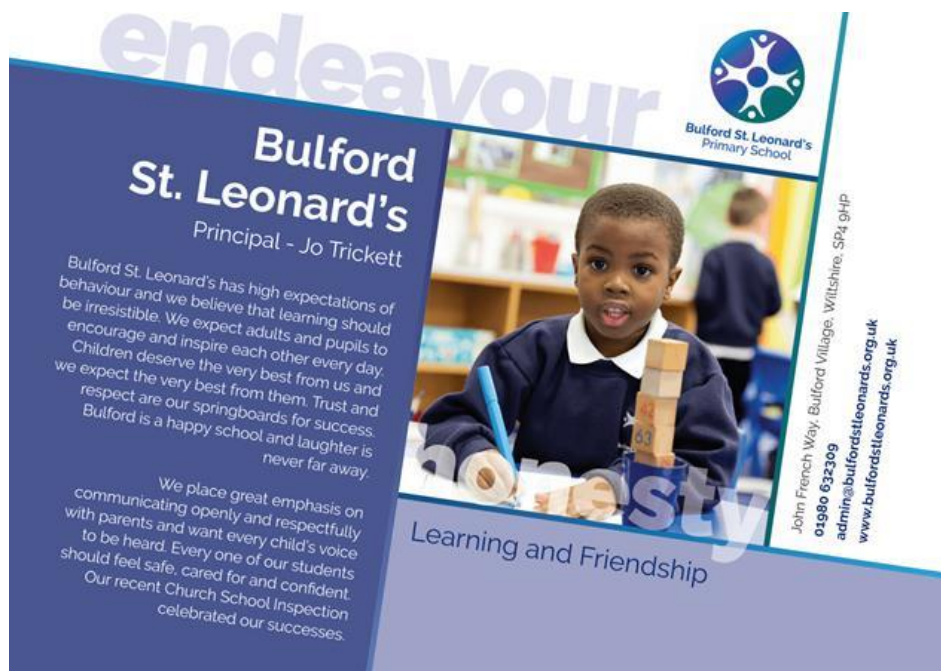
We aim to provide our pupils with engaging and irresistible learning opportunities, enabling them to 'be the best they can be'.

Bulford St. Leonard's

This is a really exciting time to join our school and to be part of the next stage of our journey. External reports in the last 12 months have confirmed that Bulford St Leonard's has:

- High standards of behaviour and very positive attitudes to learning;
- A strong motivated team;
- Raised academic standards.

Do you have the drive, passion and commitment to join our team?



All our schools work in partnership to transform life chances for children and students through educational excellence. We set exceptionally high expectations of ourselves and of our pupils.

Bulford St. Leonard's encourage positive relationships within the local community and ensure that all pupils, and their families, are well known to the school so no child will go unnoticed.

At Bulford St. Leonard's, and across Salisbury Plain Academies, you will be supported to be the best you can be. We offer our staff collaborative professional development opportunities, encouraging leaders to grow from within the classroom.

We would be delighted to hear from you.

As you may not be able to look around the school, this is what teachers and pupils say...



CHURCH INSPECTION REPORT FOR BULFORD ST LEONARD'S CE PRIMARY SCHOOL



JOB DESCRIPTION: Class Teacher

Reports to : Principal/Headteacher

The professional requirements of a teacher within Salisbury Plain Academies are as follows:

Exercise of general professional duties

To carry out the professional duties of a teacher under the reasonable direction of the Principal and of the Salisbury Plain Academies, for example:

- Establishing and promote effective working relationships with colleagues;
- setting a good example to pupils in terms of his/her own presentation and personal and professional conduct;
- following the Academy Code of Conduct – including the use of social networking;
- ensuring that every pupil is given the opportunity to succeed every day
- implementing the school's policies;
- being aware of the role and purpose of the Academy Advisory Board and Board of Trustees;
- fulfilling in their entirety the expectations of the Teaching Standards;
- having responsibility for safeguarding the welfare of all the children in the school;
- having responsibility for reporting any concerns relating to the safeguarding of children in accordance with agreed safeguarding procedures.

Specific professional duties

The following duties are included in the professional duties which a teacher may be required to perform:

Teaching, Learning and Assessment

Planning and preparing lessons in line with the school's vision and teaching and learning policy

- As a reflective practitioner, using research and theory in action to ensure the most effective learning within your class;
- Sharing effective practice with your colleagues and within your team
- Planning and delivering sequences of lessons which challenge and ensure high levels of pupil interest; making sure that pupils remember and use what they have learned
- Setting ambitious expectations for pupil behaviour for learning, motivation/determination and presentation of work;
- Identifying and supporting EVERY pupil, ensuring they are ready for the next stage of their education
- Using feedback to review learning and next steps for pupils (Feedback Policy)
- Assessing, recording and reporting on pupil's development, progress and attainment
- Include standardised information to support your summative assessments
- Being available to meet parents at consultation evenings and proactively communicating with parents/carers throughout the academic year

Taking responsibility for a class group and in particular:

- maintaining good order and discipline among the pupils and safeguarding health and safety both when pupils are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- enabling all pupils to develop personally, spiritually, morally, socially and culturally

Other activities

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her, making records of and reports on the personal and social needs of pupils where required;
- communicating and consulting regularly with the parents of pupils;
- communicating and co-operating with persons or bodies outside the school;
- participating in meetings arranged for any of the purposes described above.

Appraisal

- participating in arrangements for the appraisal of his/her performance and that of other teachers;

Review, induction, further training and development

- participating positively in arrangements for his/her further training and professional development as a teacher, including full and positive engagement with training and professional development which aim to meet needs identified in appraisal objectives or school development documents;
- in the case of a teacher serving an induction period, participating in arrangements for his/her supervision and training.

Educational methods

- advising and co-operating with the Principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Professional development meetings

- participating in meetings within the Trust which relate to learning and the curriculum or the administration or organisation of the school, including pastoral arrangements;

Administration

- participating in administrative and organisational tasks related to such duties as described above, including registering the attendance of pupils and the direction or supervision of persons providing support for the teachers in the school.

In addition, teachers may be required to:

- Carry out the supervision of pupils at play times;
- Carry out the supervision of students and volunteers in their classroom;
- Support colleagues across the year group by assisting supply teachers or sharing planning during times of sickness absence;
- Lead a Christian-based worship regularly;
- Participate and support at events organised by the PTA, the Academy Advisory Board or the Trust Board

SALISBURY PLAIN ACADEMIES

PERSON SPECIFICATION: Teacher

The Academy Advisory Board, Trust Board and the Local Authority are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be subject to a full Disclosure and Barring Service check before appointment is confirmed.

1. Qualifications, experience, personal attributes and professional skills

ASPECT	ESSENTIAL	DESIRABLE	IDENTIFIED BY
Qualifications	- Qualified teacher status (gained or pending) - Degree - Continuing CPD in teaching and learning	Forest Schools training or an understanding of the benefits of outdoor learning	Application
Recent and successful experience of	- Recent teaching experience in EYFS/KS1/KS2 - A proven record of consistently effective teaching - Securing and maintaining high standards of behaviour, attainment and progress for all pupils	- Effectively leading one or more subject areas - Confidence in curriculum planning and design - Proven impact within a subject specialism	Application Interview References
Personal attributes and professional skills	- Ability to support, maintain and develop the ethos of the Schools within the Trust - Committed, reliable, shows integrity - Organised and determined - Creative, imaginative and demonstrates the ability to problem-solve and manage time effectively - Sense of humour	- Principled, emotionally mature - Self-motivated, inspirational - Fully understands accountability - Professionally ambitious	Application Interview References

2. Knowledge and understanding

ASPECT	ESSENTIAL	DESIRABLE	IDENTIFIED BY
Leadership and Management	• Demonstrates experience of working with other schools/organisations/agencies • Experience of working in staff teams • Ability to build and maintain good relationships and to remain positive and enthusiastic when working under pressure • To inspire and lead others • Experience of leadership and coordination of CPD for staff	• Ability to delegate work and support colleagues in undertaking responsibilities • Experience of reporting to stakeholders	Application Interview
Teaching and Learning	• Thorough knowledge of the primary curriculum • Understanding and implementing an effective learning environment • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Understanding of the SEN code of practice and positive behaviour management • Aware of a range of teaching and learning strategies and intervention programmes to meet the needs of all pupils • Able to analyse pupils' performance data to improve progress • Evidence of improving the quality of teaching of self and colleagues	• Experience of leading successful extra-curricular activities • An ability to maintain and continually develop high standards of teaching amongst colleagues	Application Interview References
Professional Development	• Able to participate actively in a professional learning community • Able to manage own workload and that of others to allow work/life balance • Able to delegate work and support colleagues in undertaking responsibility • Effective in resource deployment	• Ability to identify own learning needs and support others in identifying their learning needs	Application Interview
Other skills and attributes	• Able to build positive and effective relationships within a school community • Demonstrates a commitment to partnership and collaboration with others within the Trust and in the wider community • Creates opportunities for pupils to 'shine'		Application Interview

Safe Recruitment Procedure

This post is subject to a Disclosure and Barring Service (DBS) check. The post holder must be committed to safeguarding the welfare of children. SPA is committed to safeguarding and promoting the welfare of children and young people on its sites. To meet this responsibility, SPA follows a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to a Disclosure and Barring Service (DBS) check. Applicants are required, before appointment, to: disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Shortlisting

Only those candidates meeting the requirements of the role, and who are well suited to the school's ethos and requirements as listed in the advert and person specification, and who include a fully completed application form, will be taken forward from application.

Interview

1. Shortlisted candidates will be subject to a reference checking process and will take part in a formal interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates and, where necessary, employers may be contacted to gather further information.

HOW TO APPLY

If you decide to apply for this post, please complete the application and monitoring form which can be found at <http://bulfordstleonards.org.uk/vacancies/> or by emailing admin@bulfordstleonards.org.uk

Please also submit a personal statement, which should be no longer than two sides of A4, and should explain why you are applying for the post, why you are suitable for the post and what qualities and experience you will bring to the role. A Curriculum Vitae is not required and will not be accepted.

Under the reference section, you should provide the names, positions, organisations, email addresses and telephone contact numbers of at least two referees, one of whom **must be** your current employer. Please note, we will be seeking references during the short-listing process.

Most of our communication will be done via email but we would appreciate it if you could provide daytime, evening and mobile contact numbers.

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