Class Teacher
Application Pack



REAch2
ACADEMY TRUST
EXCEPTIONAL OPPORTUNITIES FOR LEARNING

Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

REAch2 ACADEMY TRUST
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Our Cornerstones and Touchstones



REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the 'possible' in people as well as the 'actual'. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org

Letter from the Headteacher

Dear Candidate,

Thank you for your interest in this role at St Margaret's Primary Academy.

It's not been an easy year has it? With the worry of Covid-19 and all the challenges the year has brought with it. We understand that it has been an uncertain time. Not least for our staff, pupils and parents.

As a result, we are more determined than ever to offer our team and our children the support they need and deserve.

If you've done your research, you'll know that I was newly appointed to the role of Headteacher in September 2020. I can honestly say that we have the most welcoming, caring and collaborative team, who I know would make any new colleague feel right at home straight away.

I believe in the wellbeing of all staff members, having been a full-time class teacher only recently - I understand and can still vividly remember the pressures of the classroom. We aim to work smarter, not harder, to lead with empathy and most of all create an environment of personal and professional growth for all the people committed to making St Margaret's outstanding.

This is an opportunity to join a school, shaped in a different way. Yes, we are working to improve outcomes, environment and standards to secure a 'Good' but we don't do it for Ofsted. We do it because we are proud practitioners, who are respected, highly skilled and upskilled throughout the year. Because we are committed to giving our children the best life chances possible. And because we're St Margaret's - we remember why we do this every day and we are not afraid to break down barriers and think outside the box!

We are delighted that you are considering joining the team. If you are passionate, ready to learn, have high expectations and integrity. If you believe in working together and aren't afraid of having audacious goals then we're the school for you. (If you have a great sense of humour then that will definitely help too!)

We look forward to meeting you and welcoming you to our school.

Miss Zara Lambert
Headteacher

St Margaret's Primary Academy - Cultural Fit

Working in a school where your values are not aligned is a miserable experience. So we BOTH need to have alignment if you come to work here.

Please consider our Cultural Fit and our Core Values, make sure that it is a good fit for you and that you can align yourself and be held accountable to them.

1. Safeguarding is at the heart of everything we do.
2. We believe that we all have a professional obligation to improve as teachers.
3. We believe that every child deserves a champion.
4. We believe in a culture of the possible, where we can all make progress beyond what anyone, including ourselves could have imagined.
5. We believe that truly great teaching is that which improves students' progress.
6. We believe an evidence-informed approach to teaching and learning helps is identify what works best in the classroom.
7. We believe that determination and perseverance is the key to success for staff and students.
8. We believe in creating the conditions and the environment for staff and students to grow.
9. We believe basic literacy and numeracy are essential to students making good progress.
10. We believe in teaching key issues; Diversity, Sustainability and Iconic/Influential People through our curriculum and offer a world view and high standards of personal development and SMSC to all our children.
11. We believe that feedback should be timely and respond to the needs of the individual.
12. We value generosity of spirit and positive reframing.
13. We acknowledge that we all make mistakes.
14. We value those who are able to learn from their mistakes.
15. We live by our core values, for staff and students these shape our core purpose.

Core Values:

Staff and Pupils' Wellbeing is threaded through all of our core values.

Safety

- Safety is our number 1 priority
- *We keep ourselves and each other safe*
- We ensure our actions make others feel safe
- We understand how to stay safe online

Ready to Learn

- *We meet each opportunity with a learner's mindset*
- We are always ready to learn more
- We learn as much from our setbacks as we do from our achievements
- We are resilient and persistent learners who take risks
- We actively pursue growth and learning
- We embrace and drive new ways to learn and grow

Working Together

- *We help each other and are kind*
- We collaborate as learners
- We are curious innovators
- We work together to support our community
- We work together to build understanding and democracy
- We work together to create a better future for our planet

High Expectations

- *We believe in ourselves and others*
- We are mindful of each other
- We take pride in our work
- We persevere with a challenge
- We are reflective

Integrity

- We are honest
- *We are driven by our values and core purpose*
- We take responsibility
- We hold ourselves and others accountable

The application

You are invited to submit an application form to Robert Wright, Business Manager at recruitment@stmargarets-academy.org.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online Equality & Diversity Monitoring Form separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

The application process and timetable

Application deadline:	Wednesday 20th October 2021 at 9.00am
Interviews:	TBC
Contract details:	Permanent Contract
Salary:	MPR and suitable for ECT
Hours:	Full Time Teacher
Start date:	January 2022 or sooner

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our Privacy Notice for Job Applications.

St Margaret's Primary Academy

Job Description

Post: KS1 Teacher

Responsible to: The Headteacher

Grade: Main Pay Range

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.

Duties: To carry out all the professional duties of a teacher as set out in The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain duties are reasonably required to be exercised and completed in a satisfactory manner.

Responsible for:

- Supporting the vision, ethos and policies of the school and promoting high levels of achievement KS1.
- Supporting the creation and implementation of the school improvement plan, particularly where it relates to KS1 .
- To continue to meet the required Standards for Qualified Teacher Status.
- To provide an effective, stimulating and well organised classroom and be an enthusiastic teacher, whose classroom practice demonstrates ability to help children achieve success.
- Evaluating the effectiveness of the provision in KS1 in close collaboration with the leadership team.
- Organising and managing teaching and learning in KS1 .
- The development and monitoring of the curriculum provision.
- Supporting the Headteacher in the monitoring of the quality of teaching and children's achievements, including the analysis of data KS1 .
- The pastoral care of children, promoting independence and good behaviour, in accordance with school policies.
- Ensuring that parents are fully involved in their child's learning and development and well-informed about the KS1 curriculum, their child's individual targets, progress and achievement.
- Developing the use of new and emerging technologies and techniques within the classroom.
- Responsible for creating and maintaining a secure and safe environment for the staff and students and for ensuring that all safeguarding and child protection procedures are adhered to.

Teaching and Learning and assessment

Be an effective and professional class teacher by demonstrating good practice in:

i. planning for effective learning by using clear learning goals and activities appropriate to the subject matter and the children being taught
ii. providing clear structures for lessons, and for sequences of lessons, which ensure progression, pace and challenge
iii. assessing and recording children's progress systematically with reference to the school's agreed practice and use this to inform planning
iv. marking and monitoring work, providing effective feedback and setting targets for future progress
v. using teaching methods which sustain the momentum of children's work and keep all children engaged maintaining a purposeful working atmosphere
vi. setting high expectations for children's behaviour, establishing and maintaining a good standard of discipline
vii. establishing a safe environment where respect and positive relationships flourish
viii. creating a stimulating and interesting classroom where curiosity, questioning and exploration are encouraged
ix. creating opportunities for co-operative working and for developing independence
x. make appropriate educational provision for children with SEND, Gifted and those learning with EAL, with support from the SENDCO

- Implement and keep records of individual progress on learning or behaviour targets for pupils in line with the SEND Code of Practice
- Provide for the spiritual, moral, cultural, emotional and physical welfare of children.
- Select and make use of ICT skills for classroom and management support
- Be sensitive to issues relating to cultural considerations and equal opportunities and to ensure that appropriate action is taken to reduce and remove any inequalities that are identified
- To take responsibility for other adults in the classroom ensuring they are effectively used to support the children's learning
- Undertake any other reasonable and relevant duties in accordance with the changing needs of the school
- Work closely with colleagues to undertake medium- and short-term planning and the implementation of agreed Schemes of Work
- Ensure Health and Safety policies and practices including risk assessments, are implemented where appropriate

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and us them to improve specific aspects of teaching.
- Provide feedback for pupils and set targets together for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the pupil is achieving.
- Prepare and present informative reports to parents.
- Curriculum Development.
- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance.
- Contribute to the whole school's development activities.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the duties as set out above.

Person Specification

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be short listed, and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

Factors	Essential	Desirable	Measured By
Qualifications & Skills			
Qualified Teacher Status, Dfe number	Essential		A
Have relevant training	Essential		A
Clear communication/questioning skills – precise approach to written communication	Essential		O I A
ICT competent – Able to use IWB	Essential		O
Able to inspire children's interest in learning	Essential		O
A full Enhanced Disclosure from the Disclosure and Barring Service	Essential		A I

Special Knowledge, Abilities and/or Experience			
Knowledge of strategies to support learning, progress and standards across the curriculum in KS1 – evidence of impact on progress	Essential		A R O I
Knowledge of how ICT can be used to support/ enrich learning	Essential		A
Experience of teaching in Reception, KS1 or KS2	Essential		A O I
Effective classroom management skills – able to provide an effective environment for learning	Essential		O
Clear understanding of the role of assessment in the development of learning	Essential		A O I
Successful record of teaching within primary	Essential		A O I R
Awareness of national trends and developments	Essential		A I
Understand the importance of safeguarding	Essential		A I R
Evidence of commitment to personal and professional development	Essential		A I
Personal Qualities			
Flexibility of approach	Essential		R
Excellent organizational skills	Essential		O R I
Supportive – able to work as part of a team	Essential		R
Able to respond to and seek advice	Essential		R
Ability to work under pressure while maintaining a cheerful disposition	Essential		A O I
Interest & Motivation in the job			
Enthusiasm for children's learning	Essential		O I R A
A commitment to the integration of children with SEN in mainstream school environment	Essential		O I A
A willingness to contribute to all areas of school life	Essential		A R I
***Key: A=Application, R=Reference, O=Observation, I=Interview**			