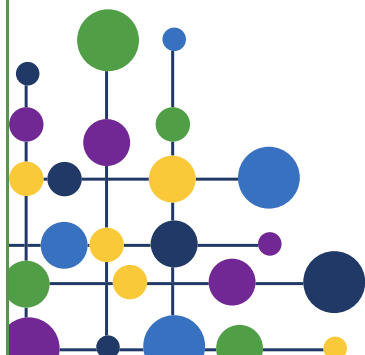
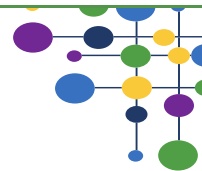


Application Pack for
Class Teacher
Luck Lane, A SHARE Primary
Academy





Welcome from the CEO

Academic Year 2023/2024

Dear Applicant,



Thank you for taking an interest in this vacancy working across the trust. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post.

Our belief in "Valuing People, Supporting Personal Best" means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as "helping others to achieve their best" and that is what your line manager will try to do for you.

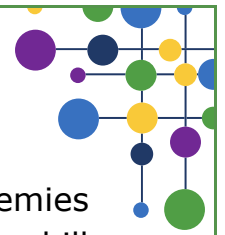
It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

John McNally
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of four secondary and four primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Whitcliffe Mount School, Cleckheaton, Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. Shelley College is the Teaching School Hub for Kirklees and Calderdale and as such, we can offer our teaching staff a wealth of first class, personal development opportunities as well as providing an excellent induction programme for Early Career Teachers. All staff receive full induction training and ongoing support to ensure they enjoy working for the trust.

More than seven hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.



Class Teacher Role Profile

Role Title	Class Teacher	Reporting to	Head of School
Section	Luck Lane Primary School		
Contract type	Fixed Term	Grade / Salary	MPR

Part A – JOB DESCRIPTION

Overall purpose of role	<p>As a Class Teacher you will implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which you will be accountable.</p> <p>You will be required to meet the general requirements of this post, as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Head of School.</p> <p>The post will require you to work in partnership with the Senior Leadership Team, governors and staff to ensure the continuous improvement of the Academy.</p>
Safeguarding Requirements	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p> <p>Applicants MUST complete the MAT’s standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Head of School.</p>

Key Outputs
<ol style="list-style-type: none"> 1. To teach classes of pupils, ensuring that planning, preparation, recording, assessment and reporting meet their varying learning and social needs. 2. To monitor and support the overall progress and development of pupils as a teacher, setting pupils individual improvement goals as appropriate. 3. To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. 4. To contribute to raising standards of pupil achievement and attainment. 5. To promote and actively support the school’s responsibilities towards safeguarding. 6. To provide and maintain a stimulating, well ordered and purposeful learning environment and to take collective responsibility for the overall appearance of the school.

7. To teach pupils according to their educational needs, including the setting and marking of work to be carried out by pupils in school and elsewhere.
8. To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour and standards of work.
9. To ensure the learning needs of individual pupils are met, particularly vulnerable groups, such as those with SEN, disabilities or disadvantages pupils.
10. To effectively liaise with staff, parents and others to support pupils learning.
11. To organise support staff effectively in targeting support and raising standards.
12. To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
13. To use the outcomes of on-going assessment to help shape future planning.
14. To self-evaluate and undertake professional development to help achieve the highest possible standards in role.
15. To reward and celebrate pupils' success.
16. To attend a range of staff and other meetings and events such as parents' evenings and complete additional administration tasks as required by the role.
17. To undertake any other duties associated with the role, as may be decided by the Head of School.

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of staff approximately 60 across the whole school.
- Range of pupils approximately 300.

Work/Business contacts

Internal: All teachers and support staff to advise how effectively to support pupils to achieve their Personal best.

External: Parents and Families & other agencies.

Expertise in Role Required (At selection - Level 1)

Essential or Desirable

- | Expertise in Role Required (At selection - Level 1) | Essential or Desirable |
|--|-------------------------------|
| • Qualified Teacher Status | Essential |
| • Degree or equivalent | Essential |
| • Successful experience or the ability to teach at KS2/KS1 | Essential |
| • Evidence of continuing professional development and a willingness to undertake further development as appropriate | Essential |
| • Evidence of/potential to become an excellent classroom practitioner, capable of inspiring pupils and forming great relationships with colleagues & parents | Essential |
| • Able to inspire and motivate pupils | Essential |
| • Knowledge of assessment processes and tracking systems and how they can be used to adapt planning & delivery of the curriculum to improve pupil progress. | Essential |
| • Able to monitor and evaluate impact of interventions and strategies | Essential |
| • Working knowledge of the National Curriculum & fully conversant with good primary practice | Essential |
| • Knowledge of innovative teaching and learning strategies | Desirable |
| • Experience of/able to implement SEN provision in a class setting | Essential |

- | | |
|---|-----------|
| • Highly competent in ICT and the use of computers | Desirable |
| • Excellent communication skills | Essential |
| • Excellent behaviour management skills | Essential |
| • Commitment to the safeguarding of children | Essential |
| • A willingness to be fully involved in the wider life of the school including extra-curricular activities. | Desirable |

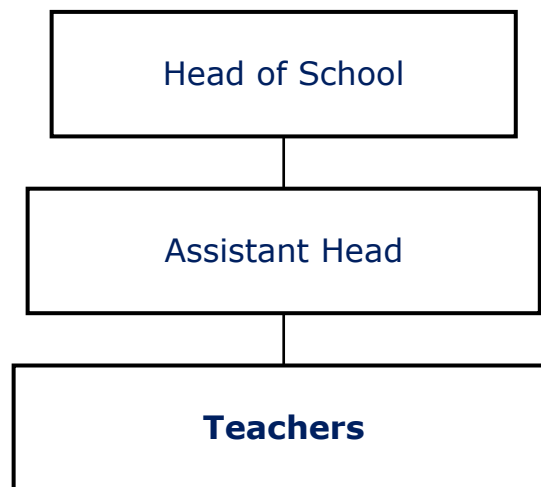
Other (Physical, mobility, local conditions)

- | | |
|---|-----------|
| • Is willing to work flexibly within scope of overall hours, e.g. evening meetings. | Essential |
| • Able and willing to travel to meet the needs of the role. | |

Expertise in Role - After initial and advanced development

- Evidence of monitoring and evaluating interventions and strategies
- Evidence of data analysis and strategies used to improve performance
- Evidence of on-going continuing professional development.

Structure



Signatures

Approved by : : CEO

Approved by : Post Holder/or Representative

