

Truro and Penwith Academy Trust is a charitable Company registered in England and Wales, Company number 08880841. Registered office: College Road, Truro, TR1 3XX

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**Tywardreath School**

KS1 Teacher RECRUITMENT

PACK

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**School information for applicants**

**This information pack will provide you with an insight into our school and offer some practical information which will be of use to you as a prospective member of our school community.**

I am immensely proud to be Headteacher of Tywardreath School, a warm, caring and vibrant school for 4-11 year olds that sits in the heart of a supportive and active village community.

Tywardreath has its own unique identity and is a truly inspirational place to learn and work. Our dedicated and talented team are committed to making learning both exciting and challenging. We all work hard to ensure the children receive the very best education and to prepare our children not only for their next phase of education, but to equip them with the skills they need to become good citizens who really can make a difference in the world. We have a long tradition of sporting excellence and encourage participation and competitive sports through a range of clubs including swimming, cross-country, football, netball, athletics, rounder’s and Taiko drumming. We are very fortunate to have a high-spec swimming pool on site, which was built in partnership with our wonderful community. Our children swim every week throughout the year and we are able to offer private swimming lessons after school.

We have extensive school grounds including a garden and forest-school area. We are also fortunate to have our very own school dog Bramble’. Bramble is very popular with the children and brings his own unique air of calmness.

We know that children are far more likely to succeed when staff and parents work together to support children with their learning. We therefore aim to develop a close co-operation between home and school. We offer to meet formally and informally through the year and through each phase of the children’s schooling with events such as ‘meet the teacher’, open afternoons, drop-in sessions, parent consultations as well as a myriad of community events. These community events are organised and run by our fantastic PSA and they provide the more informal opportunities to get involved with school-life.

Mrs C McColville

Headteacher

South park rd, Par , Cornwall PL24 2PT 01726 812807

[secreatry@tywardreathschool.org.uk](mailto:secreatry@tywardreathschool.org.uk) <https://www.tywardreathschool.org.uk/>

Headteacher: Mrs Claire McColville



**Welcome to Tywardreath School**

Tywardreath Schoolis located in the small village of Tywardreath which is located approximately three miles west of the coastal town of Fowey.

The school caters for children between the ages of 4 - 11. We currently have 299 pupils on roll and offer a rich & diverse curriculum, as well as a full programme of before & after-school activities.  In 2019, we joined the Truro and Penwith Academy Trust and now enjoy working collaboratively with our partner schools.

**General background**

**Class organisation**

The school currently has 299 children on roll in eleven classes. Two parallel EYFS classes, 3 KS1 classes and 6 KS2 classes.

**Staff organisation**

The school has a Headteacher and Deputy Head, nine full-time teachers, two part-time teachers (job-share) and a part-time teacher who covers leadership time. In addition, we have a strong team of teaching assistants who are a key part of our teaching and learning team.

We also have a highly dedicated and extremely efficient team of school administrators and in-house catering and cleaning teams.

We are strongly committed to staff development and learning.

**Our curriculum**

At **Tywardreath School** our vision is to create a safe and stimulating environment where all children feel they belong and are able to challenge themselves, take risks and flourish both academically and socially. To develop our children so that they **value** and respect their own and others individuality, culture and heritage. We are committed to providing a place of excellence with high standards.

**To achieve our vision all our children should:**

Enjoy their primary school years and develop high self-esteem regardless of ‘academic’ ability.

* Feel safe and secure and have a passion for learning and experience success.
* Develop perseverance, flexibility, independence in a wide range of learning skills.
* Be well mannered, respecting themselves, others and the environment.
* Make a positive contribution to the school and the wider community.
* Enjoy equal opportunities to succeed
* Develop lively, inquiring minds and become confident communicators.
* Experience teaching of the highest quality and develop core skills to a high level.
* Appreciate the beauty, the diversity of the world and their duty to protect it.

**Job Description**

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| **Job Title:** | Teacher Key stage 1 permanent |
| **Salary Range:** | Main Scale dependent on experience |
| **Base:** | Tywardreath school |
| **Responsible to:** | Head Teacher/Assistant Head Teacher/Governing Body |
| **Direct Supervisory Responsibility for:** | The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |
| **Important Functional Relationships: Internal/External** | Other Teaching Staff, Support Staff, Pupils, Parents |

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| **Main Purpose of Job:** |
| * Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all * Be responsible and accountable for achieving the highest possible standards in work and conduct * Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils * Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards* * Take responsibility for promoting and safeguarding the welfare of children and young people within the school |

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| **Main Duties and Responsibilities:** |
| All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.education.gov.uk/publications/)*.* Teachers should also have due regard to the Teacher Standards. Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the performance management process as relevant to their role in the school.  **Teaching**   * Deliver the curriculum as relevant to the age and ability group/subject/s that you teach; * Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate; * Be accountable for the attainment, progress and outcomes of pupils you teach; * Be aware of pupils’ capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn; * Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them; * Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject); * If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics; * Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment; * Make accurate and productive use of assessment to secure pupils’ progress; * Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study; * Use relevant data to monitor progress, set targets, and plan subsequent lessons; * Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate; * Participate in arrangements for examinations and assessments within the remit of the *School Teachers’ Pay and Conditions* *Document.*  Behaviour and Safety  * Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils; * Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary; * Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils; * Have high expectations of behaviour, promoting self-control and independence of all learners; * Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document;* * Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.  Team Working and Collaboration  * Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies; * Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them; * Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments; * Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil; * Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school; * Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document.  **Administration**  * Register the attendance of and supervise learners, before, during or after school sessions as appropriate; * Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers’ Pay and Conditions* *Document.*  **Professional Development**  * Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues; * Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review. |

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| **General/Other:** |
| * To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the school’s and the trust’s pupils at all times * To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance * To be aware of and adhere to all Trust policies and procedures * To be responsible for your own continuing self-development and attend meetings as appropriate * Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues; * Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review * To undertake other duties appropriate to the post as required |

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| **Special Conditions related to the post** |
| ***The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.***  Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:   * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications * Satisfactory health check   All new employees will be required to undertake mandatory training required by the Trust. |

**Person Specification**

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| **Person Specification:** | **Essential** | **Desirable** | **Recruiting method** |
| **Education and Training** | NQT or Qualified Teacher Status |  | Application/ certificates |
| **Skills and Experience** | Ability to create a stimulating and safe learning environment  Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach  Ability to assess and record the progress of pupils’ learning to inform next steps and monitor progress  To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers  Ability to successfully deploy a wide range of effective behaviour management strategies  High level of oral and written communication skills and an ability to work in partnership with other staff | Knowledge of current education and professional  developments and an understanding of their  application in a whole school context | Application/Interview/Assessment |
| **Specialist Knowledge and Skills** | Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners  Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught  Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people  Demonstrates an awareness, understanding and commitment to equal opportunities |  | Application/Interview/Assessment |
| **Behaviours and Values** | Strong professional relationships with parents and pupils.  Ability to be cheerful, flexible and have a good sense of humour.  Evidence of being a team player.  Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks. |  | Application/Interview/Assessment/Enhanced DBS Check  Two fully supportive references from appropriate sources. |

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| **How to apply:** | To download an application pack please visit: Cornwall Council Website  Please complete an application form in full and ***post/email*** to [Tywardreath@tywardreath.tpacademytrust.org](mailto:Tywardreath@tywardreath.tpacademytrust.org)  **Please note that we do not accept CVs.** |
| **Contact details:** | Address: southpark rd, Par Cornwall PL24 2PT  Tel: 01726812807  E-mail [Tywardreath@tywardreath.tpacademytrust.org](mailto:Tywardreath@tywardreath.tpacademytrust.org) |
| **Closing date:** | 23/05/22  Please note that if you have not received a reply within 28 days of the closing date you must assume that, on this occasion your application has been unsuccessful. |
| **Interview date:** | 27/05/22  Information to follow |

**TPAT Job Vacancy Application Form**

Please fill in **all** **sections** of the form using **black ink**/type. The information you provide will help us make a fair decision in the selection process.

**Please call 01872 613101 if you have any questions on how to complete this form or if you require it in a different format or language.**

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| **About the Role** | | | |
| Role applied for: |  | Ref No: |  |
| School/Location: |  | | |

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| **About You** | | | |
| Title: |  | Surname: |  |
| First Name(s): |  | | |
| Home Address: |  | Home Phone: |  |
| Work Phone: |  |
| Mobile: |  |
| Postcode: |  | Email: |  |
| NI Number: |  | (You can get this from the Department of Work & Pensions) | |

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| **Age 11 – 16 Qualifications achieved from Secondary, Higher and Further Education** | | | |
| School / College attended (with dates) and location | Level and number of qualifications (eg 10 O Levels) | Grade Awarded | Year Achieved |
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| **Post 16 Education below degree level:** | | | |
| School / College attended (with dates) and location | Qualifications achieved with subjects | Grade Awarded | Year Achieved |
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| **Education at degree level and beyond** | | | |
| Type of Qualification (BA, BSc, BEd, Hons, MA PHD etc) | University / College & subject title of qualification | Class or Grade | Year Achieved |
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| **Teaching Qualification (if not detailed above)** | | | |
| Name of Qualification, age range, subjects qualified to teach | Name of Training Provider | Grade | Year Achieved |
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| **Specific Qualifications related to Teaching and Education** | | | |
| Name of Qualification (NPQH, SEN, PG Dip) | Provider | Grade | Date Achieved (dd/mm/yy) |
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| **Teacher Training (for teaching posts only)** | | |
| Do you have Qualified Teacher Status? | | Yes / No |
| Date Achieved: | | |
| DfE / Teacher Reference Number: | | |
| Statutory Induction Period (if qualified after 7th May 1999):- | | |
| Started: | Completed: | |
| Are you subject to any conditions or prohibitions placed on you by the Teaching Regulation Agency (or other) in the UK? | | Yes / No |
| If yes, please enclose details with dates in a sealed envelope and attach to this form | | |

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| **Non award bearing professional development undertaken in last five years** | | |
| Name of Provider | Title of course / training (eg first aid at work, child protection, risk assessments, etc) | Qualification / Level of Training |
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| **Your current or most recent Employment** | | | | |
| **Note:** If you are applying for your first job, please provide any voluntary work / work experience in the “Previous employment or experience” section | | | | |
| Employer Name: |  | Job Title: | |  |
| Employer Address: |  | Salary: | |  |
| Start Date: | |  |
| Leave Date: (if applicable) | |  |
| Reason for Leaving: |  | | | |
| If this is / was a teaching post, please provide:  Type of school (delete as appropriate): nursery/infant/junior/primary/middle/special/PRU/secondary/other (please state): | | | | |
| Status of school (delete as appropriate): community/foundation/trust/formal federation/independent/academy/VC/VA/other (please state): | | | | |
| Gender taught (delete as appropriate): boys/girls/mixed Number on roll: | | | | |
| Key Stage(s) or Year Group(s) (if primary) taught: | | | | |
| Salary Point & Salary: | | | Additional Allowances (TLR,SEN, R&R): | |
| Main duties and responsibilities (include any additional roles undertaken organising school trips, events, leading activities, etc): | | | | |

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| **Previous Employment or Experience** | | | | |
| Start with the most recent first and work backwards. You must explain any gaps in your work history since you left education (eg unemployment; career breaks; voluntary work; travel etc). | | | | |
| Dates  (dd/mm/yy) | | Name of School / Employer and Address  **or**  Reason for gap in employment | Job Title, Duties and Responsibilities  Please include: type/status of school; number on roll; key stage(s) or year group taught; and gender taught | Reason for Leaving |
| From | To |
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| **Safeguarding Children and Young People** |
| You will be required to complete a Disclosure and Barring Service (DBS) check and a Self-Declaration Form as part of your application.  We are all responsible for the safety of children and young people who may be at risk. We must ensure that we are doing all we can to protect the most vulnerable members in our society. This responsibility applies to all TPAT employees; it also applies to contractors, partners and volunteers who carry out work with or for children, young people and adults at risk on behalf of TPAT.  From your training and/or experience, please give examples to demonstrate your knowledge and commitment to safeguarding and how you would help protect children and young people at risk from harm, abuse or neglect. |
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| **Your Supporting Statement** |
| This important part of your application will be used to decide if you meet the criteria and should be shortlisted for interview. Refer to the role information supplied and tell us how your skills and experience match. Use examples where possible and provide the situation or task, your action(s) and the result.  If you are applying for your first job, provide examples of other relevant experience that will help us decide your suitability, eg gained through education, the community etc. |
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| **Selection Requirements** |
| We will make reasonable adjustments to help people with disabilities through the application and selection process. If you have any specific requirements to enable your participation and/or attendance during the selection process, please let us know. |
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| **References** | | | | | |
| Please provide **two** references.  Do not use friends or relatives. We will ask for references before your interview.  If any of your previous roles (voluntary or paid) involved working with children and/or young people, we will ask for information about past disciplinary issues relating to these vulnerable groups (including any in which the time penalty is ‘time expired’), and whether you have been subject to any child protection concerns and the outcome of any enquiry or disciplinary procedure. If you have any concerns, please contact us or the school you are applying to. | | | | | |
| **Reference 1**: This **must** be your current or most recent employer or, if you do not have any previous employment, your most recent tutor (school, college or university). | | | **Reference 2**: If you have worked with children, young people or vulnerable adults in the past, but are not currently, this **must** be the most recent employer by whom you were employed to work with these vulnerable groups. Otherwise, a reference of your choice. | | |
| Full Name: |  | | Full Name: |  | |
| Job Title: |  | | Job Title: |  | |
| Employer: |  | | Employer: |  | |
| Address: |  | | Address: |  | |
| Postcode: |  | | Postcode: |  | |
| Email: |  | | Email: |  | |
| Telephone Number: |  | | Telephone Number: |  | |
| Relationship to you: |  | | Relationship to you: |  | |
| Did this role involve working with children, young people and/or vulnerable adults? | | Yes / No | Did this role involve working with children, young people and/or vulnerable adults? | | Yes / No |

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| **Disclosure of Interest** | |
| Have you ever received a redundancy payment or pension from a local authority? | Yes / No |
| If yes, please give details including month and year: | |
| Are there any restrictions to you living and working in the UK which might affect your right to work for us (eg needing a work permit/visa)? | Yes / No |
| If yes, please provide details: | |
| Have you applied for either settled or pre-settled status under the EU Settlement Scheme? | Yes / No |
| If yes, please provide date you were awarded settled or pre-settled status: | |
| The role information supplied will say if this post requires travel and, if so, if you need access to transport and/or a full current UK driving licence. | |
| If needed, do you have access to transport? | Yes / No |
| If needed, do you have a full current UK driving licence? | Yes / No |
| The Working Time Regulations (1998) require us to check the hours worked by employees. Would this role be your only employment? | Yes / No |
| If no, please provide details of your other role(s) and the days and hours you work: | |
| Canvassing of our employees (asking them to help you get this role), directly or indirectly, for any appointment will disqualify your application. Also, if you fail to declare any relationship with an employee of TPAT your application may be disqualified and, if appointed, you may be dismissed without notice. | |
| Are you related to, or have you formed any relationship (personal, financial or professional) with any current employee of TPAT, or School Governor? | Yes / No |
| If yes, please give details: | |
| Do you, your partner or family have any interests (personal, financial or professional) that may conflict with you doing this role? | Yes / No |
| If yes, please give details: | |
| Have you ever been the subject of a formal disciplinary procedure? Have you ever been dismissed from any previous employment? | Yes / No |
| If yes, please give details: | |

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| **How we protect your Personal Information** |
| We keep on file information from this application form, equality and diversity monitoring form and any documents you attach. This is required for recruitment and equal opportunities monitoring purposes, the payment of staff and the prevention and detection of fraud. All information will held in accordance with data protection legislation and will not be sold to any third party. Unsuccessful application forms will be destroyed after 12 months; anonymised data will be kept for monitoring purposes. |

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| **Your Declaration** | | | | | | |
| I understand that any employment, if offered, will be subject to the information on this form being correct and I confirm that no valid information has been wilfully withheld. I understand that if I am appointed, I am liable to dismissal without notice if the information on this form is later proved to be inaccurate. | | | | | | |
| **Signature** (applicant): | |  | | **Date:** | |  |
| Please sign and date if you are returning the form by post. If returning by email, you will be asked to sign a copy before any offer of employment is made. | | | | | | |
| If you have completed this form on behalf of the applicant, please add your details: | | | | | | |
| Name (printed): |  | | Contact Number: | |  | |

**Thank you** for taking the time and effort to complete this application form. The role information supplied will say where it should be returned.

Shortlisted candidates will be required to complete a Self-Declaration Form as part of their application. Successful candidates will be required to complete a Disclosure and Barring Service (DBS) application and Health Assessment form as part of their pre-employment administration. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Please make sure you complete our **equality and diversity monitoring form** enclosed in your application pack**.**