

Candidate Information Pack



Key Stage 1 Phase Lead Teacher

for

Dunston Primary & Nursery Academy

Chesterfield, Derbyshire



Communities Learning Together

Cavendish Learning Trust, Netherthorpe School, Ralph Road, Staveley, Derbyshire, S43 3PU
Tel: 01246 479013 e: info@clt.org.uk www.clt.org.uk

Welcome from the CEO of Cavendish Learning Trust

Dear Applicant,

Thank you for showing an interest in joining the Cavendish Learning Trust. We believe that this is an extremely exciting time to join the Trust, as the process to re-launch many aspects of our work has commenced and the successful applicant will be an integral part of this strategy for the Trust.

The Trust currently has four academies that are geographical based in Chesterfield, with over 1,600 children attending from the ages of 2 to 18. Our academies are:

- Barrow Hill Primary Academy
- Dunston Primary and Nursery Academy
- Netherthorpe School
- Whittington Moor Nursery and Infant Academy

We are very fortunate to be a cross-phase multi-academy Trust, which gives us the opportunity to share a wide range of knowledge and expertise for the benefit of the children within all of our academies.

The Vision and Values of the Trust have recently been reviewed in order to give a clear focus to the work we do and are built around our vision statement;

We are a family of schools working together focused on supporting the needs of our individual communities, providing excellent education to maximise children and young **adults' life choices**.

The Trust also has a framework for operation entitled 'Our Commitments', which ensures that all academies within the Trust are providing an equitable education to the children in the communities in which they serve. More information on both these key areas can be found by visiting our website www.clt.org.uk

Our academies are supported by a Shared Services Team which supports in the following areas:

- Education Strategy including monitoring and evaluation
- Budget setting and monitoring
- Contracts and project management
- Facilities
- Human Resources
- Data Protection and Compliance
- Health and Safety

Thank you again for your interest in joining us and the best of luck with your application. We look forward to welcoming you to the Trust and sharing with you, our commitment to support the children and communities that we serve.

Dave Williams



Dunston Primary and Nursery Academy

KS1 Phase Lead Teacher

Permanent – Full-time Main/Upper Pay Scale with TLR 2a

Dunston Primary & Nursery Academy is a large primary school situated in Dunston Chesterfield, with a friendly community of staff, governors and families. Our children bring a smile to our faces every day and as such, we are currently looking to recruit a talented KS1 Teacher (year 1/2) as a Phase Lead for an Easter 2023 start. This is a full time and permanent position, IDEAL for an experienced KS1 class teacher ready and seeking progression for the new year.

The schools' SLT are in search of someone passionate, experienced and proven in KS1. If successful you will join and lead Year 1/2 (TLR), tasked with helping to drive the school forward whilst working collaboratively with the EYFS team to help with the transition from Reception to year 1.

The successful candidate will be someone who:

- Has recent knowledge of the current Key Stage 1 curriculum
- Has experience of providing continuous provision
- Has prior experience of preparing children for statutory assessments
- Is able to lead a foundation subject across both key stages
- Is lively, enthusiastic and able to work as a team member
- Is able to work closely with parents, involving them in their child's education
- Has up-to-date knowledge of SEND provision in Derbyshire
- Has excellent classroom management skills
- Has high organisational skills

If you have any further questions or you would like a discussion about the role or would like to arrange a visit, please see the section below on 'How to Apply and Visit our Academy'.

The Cavendish Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Job Description

Job Purpose

To contribute to the provision of high-quality Learning and Teaching at the school, ensuring maximum success for all. To be a role model for the school community and raise levels of pupil achievement.

To set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils within the Key Stage 1 setting, 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

Leading the curriculum

- Design, develop and regularly review the vision, aims and purpose for the curriculum
- Maintain the curriculum over time, amending it as required
- Liaise with other teachers, subject leaders and senior leaders in the process of developing and implementing the curriculum
- Make sure that the curriculum:
 - Is well planned, sequenced and relevant
 - Meets the needs of all pupils
 - Reflects the requirements of the National Curriculum
 - Is implemented effectively and consistently across the school

Assessment

- Establish and manage an appropriate system for assessing progress to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the KS1 curriculum
- Keep up to date with national and international developments that may affect the Curriculum such as; Ofsted curriculum reviews
- Contribute to the school's self-evaluation on the effectiveness of the curriculum, its intent, implementation and impact

Leading and managing staff

- Hold phase meetings on the curriculum to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the curriculum
- Monitor teaching and learning by visiting lessons, undertaking book looks, and talking with pupils to assess how well the curriculum is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the curriculum
- Present to staff, senior leaders, governors and parents (if required) on the curriculum
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

Efficient and effective deployment of resources

- Provide support with textbooks and library books in the curriculum
- Work with the English subject leader to ensure that links between the subject topics and fiction and non-fiction books are used within the curriculum
- Create a safe, welcoming environment and take care of the classroom accommodation

- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to any pupils learning from home due to coronavirus

Manage Behaviour Effectively

- 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 in both classrooms and around school
- 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 and ages, in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Community

Under the direction of the SLT:

- Reporting on the progress of each pupil in regular reports to parents and others.
- Meeting with parents and others to discuss the progress and development of their child
- Developing effective links with the wider learning community to enhance the quality of teaching and learning

Other

- Undertake and when required, deliver or be part of the appraisal system and relevant training and professional development.
- Undertake other various responsibilities as directed by the Head of Academy, SLT, or your line manager

Culture

- Support the school's values and ethos by contributing to the development and implementation of policies practices and procedures.
- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop school culture and ethos that is utterly committed to achievement; personally, socially and emotionally
- To be active in issues of pupil welfare and support.
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.

Line Management

- The KS1 Phase Lead Teacher will be responsible to the Deputy Head and Head of Academy.

The duties and responsibilities of the post may vary from time to time according to the changing demands of the school. This Job Description may be reviewed at the reasonable discretion of the Head of Academy in the light of those changing requirements and in consultation with the post holder.

Person Specification

QUALIFICATIONS, TRAINING AND EXPERIENCE	Essential	Desirable
The Person appointed will have Qualified Teacher Status as recognised by Dfe	✓	
Good Honours degree		✓
Other qualifications/CPD specific to primary school teaching.		✓
Teaching 4-11 age range	✓	

EXPERIENCE & KNOWLEDGE	Essential	Desirable
Experience of teaching Key Stage 1	✓	
Statutory National curriculum requirements at Key Stage 1	✓	
Evidence of training others & experience in delivering phonics	✓	
Identifying and providing for the needs of individuals with SEND	✓	
Teaching mixed age classes	✓	✓
Statutory requirements for safeguarding children	✓	✓
Importance of promoting the school within the community	✓	✓
Experience of KS1 moderation	✓	✓
The importance of continuous provision	✓	
A creative and connected curriculum	✓	

PERSONAL	Essential	Desirable
Ability to communicate effectively in oral and written forms and maintain good relationships with their teaching partner, children, parents, governors and the wider school community.	✓	
Personal commitment to working within a team, particularly when working	✓	
Ability to be evaluative and accept advice.	✓	
Have effective planning and organisational skills.	✓	
Be committed to the full life of the school, including participation in events and clubs	✓	

ETHOS AND APPROACH	Essential	Desirable
Commitment to provide education for all children and groups.	✓	
Have sensitivity to the diverse social, behavioural and emotional needs of children.	✓	
Understand the need to safeguard children.	✓	
Knowledge and commitment to equal opportunities.	✓	
Have a range of strategies to support children with differing needs.		✓
Awareness of the range of issues that impact on children's ability to learn.		✓

General Duties

You are required to carry out the professional duties of a teacher as set out in the latest Schoolteachers' Pay and Conditions Document. In addition, this post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation including Health and Safety and online safety
- National Professional Standards for Teachers

All teachers have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

How to Apply and Visit our Academy

Visits to Dunston Primary Academy are highly recommended and warmly welcomed. To arrange an appointment, please telephone 01246 450601.

Please submit a fully completed application form, which can be found on the Cavendish Learning Trust website www.clt.org.uk supported by a personal statement which details your reasons for applying and how your experience meets the requirements outlined in this pack.

Completed applications should be addressed to Mrs Fiona O'Hara and emailed to info@dunston.derbyshire.sch.uk

Cavendish Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to complete an enhanced DBS check and all job offers are subject to satisfactory references and pre-employment checks and proof of eligibility to work in the UK.

Closing Date for applications: 27th November 2022

Provisional Interview Date: 8th December 2022

Start Date: Easter or as soon as possible, following satisfactory pre-employment checks.

Safeguarding & Child Protection at Cavendish Learning Trust

This handout provides a brief introduction to Safeguarding and Child protection issues. It should be read in conjunction with the Safeguarding and Child protection Policy for each academy which can be found at www.clt.org.uk

Safeguarding

Safeguarding is everyone's responsibility

Cavendish Learning Trust are required to ensure a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.

This means:

- Protecting children from maltreatment
- Preventing impairment of health or development;
- Ensuring circumstances consistent with provision of safe and effective care
- Taking action to enable all children to achieve the best outcomes

Child Protection

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Child Protection is part of safeguarding and promoting welfare.

All our academies have a senior member of staff as Designated Safeguarding Lead (DSL) and several Deputy DSL's who work alongside them.

Key Areas

- Early Help
- Four Categories of abuse
- Signs and symptoms of abuse
- Receiving / dealing with disclosure
- Making referrals
- Safe working practice

Early Help

Academy Staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Abuse

Maltreatment of a child, by inflicting harm, or by failing to prevent harm

Categories of abuse

1. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs including failure to:

- Provide food, clothing, adequate supervision;
- Ensure access to appropriate medical care;
- Protect child from danger

2. Physical abuse or injury

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm.
- inducing illness, carer fabricating symptoms

3. Sexual Abuse or injury

- Forcing or enticing a child to take part in sexual activities;
- May involve penetrative/non penetrative/non-contact activities.

4. Emotional abuse

- Persistent emotional maltreatment;
- The child may be made to feel worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- May involve seeing or hearing the ill-treatment of another person.

Signs and symptoms of abuse

The list below is a few examples of possible signs and symptoms;

- Visible marks e.g. bruises, burns, cuts on body
- Inappropriate state of clothes, poor hygiene
- Behaviour e.g. centre of attention, aggressive & bullying, very withdrawn
- Relationships e.g. isolated with no peer group interaction, clingy/inappropriately close
- Patterns of behaviour or a change in behaviour
- Patterns of absence or punctuality

If you have a concern about a child, NEVER underestimate your information – PASS IT ON TO YOUR DSL (Designated Safeguarding Lead).

Receiving / Dealing with disclosure

Disclosure is often what a child deliberately communicates to you in words or actions.

1. Receive

Listen, remain neutral, accept what the child says

2. Reassure

Stay calm, reassure the child that they have done the right thing, don't make promises including promises on confidentiality, try to alleviate feelings of guilt and shame, empathise with the child.

3. React

Only use open questions, don't criticise the perpetrator, explain what happens next, inform DSL.

4. Record

Make notes asap and use child's actual words where possible, be objective, keep notes safe.

5. Support

Create space and time for child throughout and after the process, get support for yourself.

Examples of open questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Can you tell me about it in your own words?

Confidentiality

Staff must NEVER promise total confidentiality to a child. However that does not mean that you can tell ALL colleagues about a disclosure. Pass any information on to the DSL but do not tell anyone else. The DSL will inform other staff if they need to know any information about the child.

Making Referrals

The DSL will usually decide whether or not to make referrals. However, it is important to note that any staff member can refer their concerns to children's social care directly

Safe Working Practice

- Be visible and open in your practice
- Let pupils do as much for themselves as they can
- Offer support / help rather than assume the child needs it
- Keep physical contact to a minimum and be able to justify it
- Think about the level and type of contact
- Staff are in a position of trust with pupils. Inappropriate behaviour with or towards children is unacceptable
- A concern about a colleague must be passed to the Headteacher or DSL. A Concern about a headteacher should be passed to the Chair of the Academy Improvement Board. In either case a discussion with the Cavendish Learning Trust's Executive team of designated officers, is appropriate.

If a child is in immediate danger call the Emergency Services on 999.

If you are concerned that a child is suffering or is at risk of significant harm please contact
Call Derbyshire on Tel: 01629 533190 immediately.

Short Privacy Notice for Application Forms

This notice explains what personal data we will hold about you, how we collect it, and how we will use and may share information about you during the application process. We are required to notify you of this information, under data protection legislation.

Please ensure that you read this notice as well as our privacy notice which can be found on the Cavendish Learning Trust Website www.clt.org.uk which detail how we use your information.

Why Do We Collect This Information?

Once you have submitted an application form, the School use this information in order to take a decision on recruitment and to take steps to enter into a contract.

What Information Do We Collect?

We collect the following information from the application form in order to take a decision as to recruitment:

- Personal information and contact details such as name, title, addresses, date of birth, marital status, phone numbers and personal email addresses;
- Emergency contact information such as names, relationship, phone numbers and email addresses;
- Information collected during the recruitment process that we retain during your employment including proof of right to work in the UK, information entered on the application form, CV, qualifications;
- Details of your employment history including job titles, salary and working hours;
- Information regarding your criminal record as required by law to enable you to work with children;
- Details of your referees and references;

How we may share the information

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually, information will be anonymised but this may not always be possible. The recipient of the information will be bound by confidentiality obligations. We may also be required to share some personal information as required to comply with the law.

How long we keep your information

We keep the personal information that we obtain about you during the recruitment process for no longer than is necessary for the purposes for which it is processed. How long we keep your information will depend on whether your application is successful and you become employed by us, the nature of the information concerned and the purposes for which it is processed. Full details on how long we keep personal data for is set out in our data retention policy.