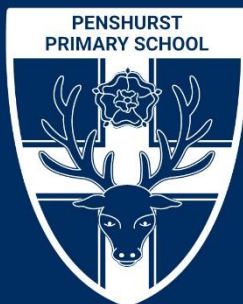


# Information for Candidates

## **Job Vacancy: KS1 Teacher 0.6 contract Fixed Term Appointment**



# **THE HESSLE ACADEMY**

Mr V Groak  
Headteacher

The Hessle Academy  
Tranby House  
Heads Lane  
HESSLE HU13 0JQ  
East Riding of Yorkshire

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Web: [www.thehessleacademy.co.uk](http://www.thehessleacademy.co.uk)  
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## Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for learners aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017. The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of learners are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year and is heavily over-subscribed. In 2019, 145 applications were received for 70 places into the reception year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The teaching staff are extremely dedicated to maximising the potential of the children in their care. Most have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners take part in over 300 teams, clubs, and events.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

*"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".*



## Multi Academy Trust

In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, in October 2018 Holderness Academy and Sixth Form joined and most recently in September 2019, Winifred Holtby Academy.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises five secondary schools and three primary schools with a significant staff team.



The Hessle Academy



Recruitment Information for Candidates



## Values and Vision

*"Everyone can achieve the extraordinary"*

Our Vision for Our People:

# HESSLEVISION

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.

# HESSLEVALUES



## Respect

We respect ourselves; we respect each other; we respect our diverse community and our environment.



## Resilience

We are determined, we do not give up when things get tough. We persevere. We know that learning is often hard but we know that it will be worth it.



## Aspiration

We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.



## Responsibility

We take responsibility for our own actions; equally, we are not blamed when we make mistakes. We see mistakes as an opportunity to do it better next time.



## Integrity

We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.



## Kindness

We treat each other with kindness, courtesy and have good manners.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.

## **New Staff and Early Career Teachers**

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

## **Staff Development and Wellbeing**

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from learners to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our learners and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

*"It won't be easy, but it will be worth it."*

## Leadership Team

The Senior Leadership Team at Hessle High School & Sixth Form College is an experienced, ambitious and committed team. All members believe firmly in the school's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

### **Headteacher**

Hessle High:

#### **Deputy Headteacher**

#### **4 x Assistant Headteachers**

(Inclusion and Safeguarding, Standards, Student Welfare, Director of Sixth Form)

Penshurst Primary:

#### **Head of School**

#### **2 x Assistant Headteachers**

(Pupil Development and Behaviour, Quality of Education)

The Operations Manager is the senior member of the support team.

The leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team.

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed.

## The Vacancy

Applications are invited for the post of KS1 Teacher to join our team, in the popular and successful Penshurst Primary School to start in January 2022 working a 0.6 contract. This is a fixed term appointment. *Salary to be determined by experience and qualifications.*

The successful candidate will join a successful and committed team. They will have the ability to teach key stage 1. We are looking for someone with excellent teaching and communication skills, who will be creative, enthusiastic and committed.

They will be a talented and creative teacher, consistently delivering high quality lessons. The successful candidate will have a passion and a desire to inspire pupils to develop their love of learning.

They will have the ability to enable learners to achieve high educational standards and to develop positive and strong relationships with pupils and staff alike. They will have a knowledge of current developments in assessment and curriculum and will be able to both deliver within existing schemes of learning and contribute to their review and the development of new schemes of learning.

The successful candidate will have the qualities to develop further in their career. They will be able to demonstrate a commitment to CPD. An experienced colleague would be motivated to support the further development of others; equally we provide a supportive programme for early career teachers.

Full details and expectations of this post can be found in the job description and person specification below.

## How to Apply

Complete our application form and return to:

Electronic applications:

Paper applications:

hr@hessleacademy.com

Human Resources Department

The Hessle Academy

Tranby House, Heads Lane

Hessle, East Riding of Yorkshire, HU13 0JQ

In support of your application you may choose to include a personal statement to mention any special contribution you could bring to the department/school.

The closing date is 9.00 am on Monday 6 December 2021.

*Please note that we reserve the right to close this post early or extend the deadline.*

Should you have any queries, please contact:

Sarah Greenley, Operations Manager

Telephone: 01482 648604

Email: hr@hessleacademy.com

We wish you every success with your application.

## Job Description

<b>Job title:</b>	Teacher
<b>Accountable to:</b>	Assistant Headteacher

### Main Purpose of the Role

To implement the vision and values of The Hessle Academy by aspiring to consistently deliver outstanding learning opportunities to children and young people across The Academy both inside and outside the classroom environment.

Ensuring that aspirational standards of behaviour and attainment are evident at all times whilst contributing to the calm environment of the school. Classroom teachers must ensure they work within the policies and procedures as laid out by the Local Governing Board and provide a good role model for children and young people at all times, both in and out of the school environment.

All teaching staff are expected to meet the national core standards for professionals at all times and must expect to be challenged if they do not do so.

### General Tasks

- Plan and deliver high quality teaching and learning in their specialist area, or other area of expertise or phase specialism
- Take responsibility for the welfare, academic and personal development of the pupils in a class/tutor group
- Take a responsibility for general health and safety across the working environment
- Be a visible presence around the school sites to perform duties as directed to facilitate a safe working environment for children and young people
- Model good practice in promoting Restorative Practice
- Fulfil statutory requirements for marking, assessment and reporting to parents in line with Academy policies
- Attend and contribute to, where appropriate, staff training events

### Specific Responsibilities

Attendance:

- Provide accurate and timely attendance data.

Continuing Professional Development:

- Actively participate in arrangements made for performance management
- Make every effort to ensure that subject knowledge and understanding of initiatives in pedagogy are up to date
- Participate in training both internal and external as appropriate
- Support other colleagues in their professional development
- Engage with the coaching cycle as appropriate
- Ensure that when the opportunities arise for working party input they are taken as appropriate against national professional standards.

Enrichment Opportunities:

- Be involved in providing curriculum enrichment relating to schemes of learning
- Participate and/or lead as appropriate in extracurricular activities to support learning, personal and social development and the restorative ethos of the Academy.

Pupil ATL and Progress:

- Track pupil attainment and progress for each class
- Provide appropriate feedback to pupils to enable them to improve and make progress
- Work as part of a subject area team to set and analyse aspirational projections
- Provide specific targets for improvement as required in line with age related expectations, or other targets where appropriate for the minority
- Ensure pupils are entered as appropriate by liaising with Senior Leaders for relevant external testing
- Support transition activities at all key points (including between year groups) to ensure a smooth process and continued progress



#### Pupil Management:

- In terms of behaviour and welfare, identify pupils giving cause for concern and follow the school procedures for notifying the relevant staff
- Contribute as necessary to individual learning plans for targeted pupils (SEND/Disadvantaged/LAC, for example)
- Follow the school policies and practices and take responsibility for the behaviour management of pupils in class time and around the school site
- Work with the external agencies, as appropriate, to ensure effective learning activities, monitoring and successful reintegration occurs to support the behaviour modification and emotional development of pupils with an identified need and the academic progress of pupils
- Undertake responsibilities around the school site to facilitate the smooth running of break / lunchtime / before and after school
- Providing guidance and advice to pupils on educational and social matters and ensure accurate record keeping is maintained
- Fulfil obligations for safeguarding of children and young people and child protection requirements

#### Teaching:

- Contribute to the effective decision making around curriculum choice in the subject area, ensuring curriculum is relevant to all learners
- Plan, prepare and deliver high quality learning, at all times aiming for outstanding
- Set and mark/assess Homework tasks as appropriate
- Communicate and cooperate as necessary with examination bodies or external bodies to the school.

#### Working with Parents:

- Provide information to parents re ATL and progress as and when requested
- Attend relevant Parent Information Evenings for groups/classes they teach.
- Leading and Managing Policy:
- Contribute effectively to the development of the Academy Vision and Ethos
- Contribute to the consistent implementation and review of relevant policies e.g. Uniform Policy, Equal Opportunities Policy, etc.
- Take an active role with regard to safeguarding and child protection of all young people.

#### Leading and Managing Learning and Progress:

- Display those teacher competencies expected of all Academy teachers with regard to subject knowledge, subject application, marking, assessment, recording and reporting
- Make a significant contribution to the Academy Self Evaluation process
- Develop learning opportunities across the school to engage learners in lessons
- Ensure effective use of resources, including new technologies, to stimulate learning and progress.

#### Managing Resources:

- Ensure that there is a safe working and learning environment in which risks are properly assessed and managed in line with the Risk Management strategy.

#### Managing Pupil Welfare:

- Ensuring pupil welfare is secure and pupils feel safe in school.

## PERSONAL SPECIFICATION

Category	Essential	Desirable	Evidence
Qualifications and Training	<ul style="list-style-type: none"> <li>Degree/Equivalent qualification</li> <li>PGCE/Equivalent</li> <li>Commitment to continue own personal development</li> </ul>	<ul style="list-style-type: none"> <li>First Aid qualification</li> </ul>	Application References Certificates
Experience	<ul style="list-style-type: none"> <li>Experience as teacher or trainee teacher in KS1</li> <li>Experience of working with children ages 0-7 years</li> <li>Excellent knowledge of the KS1 curriculum</li> <li>Have undergone training in child protection awareness</li> </ul>	<ul style="list-style-type: none"> <li>Ability to teach across the key stages</li> <li>Experience of teaching phonics using RWI</li> <li>To have knowledge of Special Educational Needs through training and workplace experience</li> </ul>	Application Interview References
Skills, knowledge and aptitude	<ul style="list-style-type: none"> <li>Good understanding of Development Matters and National Curriculum</li> <li>Good ICT skills</li> <li>To be aware of concurrent government policies and research</li> <li>Enjoy working with and able to have a good rapport with children</li> <li>Ability to maintain positive relationships with pupils, parents and staff</li> <li>Ability to work on own initiative within departmental protocols / procedures</li> <li>Ability to deal with difficult situations</li> <li>Good inter-personal skills including mediation and conflict resolution</li> <li>Demonstrate awareness of risks</li> </ul>	<ul style="list-style-type: none"> <li>Potential to contribute to the development of new thematic schemes of work</li> <li>CPOMS Safeguarding and Child Protection Software for Schools</li> <li>SIMS Suite of Educational Software</li> <li>Understanding of procedures and legislation relating to GDPR</li> </ul>	Application Interview References
Personal Attributes	<ul style="list-style-type: none"> <li>The desire to convey a love of learning to young people</li> <li>Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>Ability to establish good working relationships with all relevant stakeholders</li> <li>Commitment to equal opportunities in service delivery and employment</li> <li>Energy, ambition and enthusiasm</li> <li>Self-motivated</li> <li>High level of organisational and self-management skills</li> <li>Ability to effectively evaluate own performance</li> <li>Sense of humour</li> <li>High levels of personal and professional integrity and honesty</li> <li>Excellent health and attendance record</li> <li>As required by The Children Act, have a commitment to safeguarding and promoting the welfare of children and young people</li> </ul>		Application Interview References