

** KS1 Class Teacher**

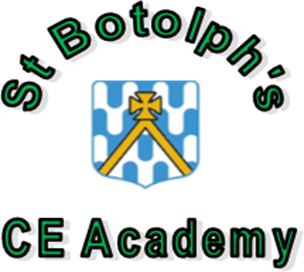
**Temporary**

**RECRUITMENT INFORMATION PACK**

**Teacher Recruitment Information Pack**

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**Letter from the Chair of Governors**

Dear Applicant,

Thank you for your interest in the position of Class Teacher at our Academy and within Enhance Academy Trust. I hope this information pack will be helpful to you and we warmly welcome your application.

The Governing Body is seeking to appoint an enthusiastic and committed Key Stage One teacher, with an understanding of the distinctive ethos of a Church of England school. We are a rapidly improving Academy and staff, pupils and parents say they are happy to be part of our St Botolph’s family.

St Botolph’s CE Academy lies at the heart of our local community within Knottingley and offers an active and highly encouraging Governing body, supportive staff and parents.

I enclose a job description and personal specification, which provide more details about the role. Please ensure that you are able to demonstrate evidence to meet the criteria specified and ensure that you reference the impact that any actions you have taken in previous roles, have made. May I also draw your attention to our website [www.stbotolphsacademy.co.uk](http://www.stbotolphsacademy.co.uk) where you will find further information.

Tours of the school will be possible, please just contact the school office to arrange. The closing date for applications will be Wednesday 10th April 2024 at 12pm and interviews will be held on Wednesday 17th April 2024. I would like to thank you for your interest in the post and I very much look forward to receiving your application which should be returned via email to the School Business Manager, Mrs E Harris at [eharris@stbotolphsacademy.co.uk](mailto:eharris@stbotolphsacademy.co.uk).

Mrs Joy Bell

Chair of the Governing Body

**INTRODUCTION**

St. Botolph’s CE Academy occupies a relatively small site less than half a mile from the centre of Knottingley. Almost all children come through our own Nursery/Lower Foundation Unit, but there is a small number who have either moved to the area at a later stage or have come from outside the catchment area. Most live within walking distance of the Academy. Few pupils are from ethnic minority backgrounds and almost all pupils come from homes in which English is the first language.

On entry, the children’s language skills are below average for their age particularly in speech and communication. Approximately 22% of the children have special educational needs and 5% have statements of such need.

As a Church Academy, we have strong links with the local community, St Botolph’s Church, Elim Church and the Methodist Church and with St. Botolph’s Church in particular. Local clergy contribute regularly to collective worship and the local churches are used as a resource in our RE syllabus. The whole school attend services in St Botolph’s Church for Christmas, Easter and a Leavers Service.

**VISION AND VALUES**

**Our Mission statement**

At St Botolph’s CE Academy, we welcome the opportunity to place the Christian faith at the heart of everything we do.

Children will learn through an inclusive, balanced, creative curriculum, where British Values, Spiritual, Moral, Social and Cultural understanding will underpin all learning. Learning will be meaningful, English and Mathematics are the backbone to children’s success and first-class education and quality first teaching is paramount. All children will be treated equally, fairly and with mutual respect. Learners will be treated as individuals, so the teaching and learning will be differentiated to take account of their wide and varied needs. Through our curriculum we particularly aim to:

* Develop the qualities of mind, body, spirit and to recognise and accept this in others.
* Embed our core values through everything we do.
* Promote Christian values, morals and spirituality through links to the Parish, local and wider community.
* Inspire and develop a responsibility for a love of learning and love of life.
* Set high expectations for children and encourage them to persevere and achieve their goals.
* Encourage positive friendships, outstanding behaviour and self-confidence in all areas of school life.
* Nurture the spiritual, moral, social and cultural aspects of children’s development and inspire a sense of awe and wonder in the world around them.

Our Academy is part of the work and witness of the church in our neighbourhood. We work hard to embody the Christian foundation in all aspects of school life, particularly in Collective Worship.

We aim to demonstrate our Christian foundation through the value we place on every person, child or adult, involved in the life of the Academy. We seek to provide an environment of trust where confidence can grow. Our Academy serves the local community and we endeavour to foster the Christian values of tolerance and respect for one another and indeed respect for different faiths and cultures. Children of different faiths, backgrounds and abilities are encouraged to learn to live together and value the integrity of all people.

Without indoctrination, we aim to provide education in accordance with the teachings of the Church of England and try to ensure that each child leaves our school knowing what Christians believe and how those beliefs affect their everyday life. Our mission is to create a place where happy memories are made and never forgotten.

**Our Core Values**

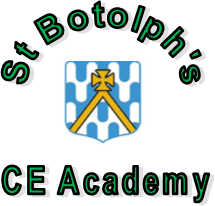
As a Church Academy, Christian values are embedded into our daily lives. We have six core values which lie at the heart of the Academy and underpin everything that we do. Our helping hands core values are:

* **Friendship**
* **Compassion**
* **Trust**
* **Respect**
* **Perseverance**
* **Courage**

**Our Vision**

**Find your Fantastic**

Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope, to find our fantastic, no matter what it takes.



*Primrose Vale*

*Knottingley*

*WF11 9BT*

*Telephone: (01977) 677 494*

**KS1 CLASS TEACHER (Temporary)**

**Salary Range: MPS 1-6**

**Required from September 2024**

We are seeking to appoint a Class Teacher, to start September 2024. The position will be in KS1. This post is temporary until August 2025.

At this key time in the Academy’s rapid development, we require an ambitious, determined and committed individual to secure further positive outcomes for our young people, staff, families, and the wider community. Through good practice, enthusiasm for learning and the ability to inspire and motivate others, you will harness the key strengths and energy of this Christian Academy. The post will provide opportunities to establish innovative ways of leading and developing teaching and learning, underpinned by firm Christian values, as well as allowing the development of creative approaches and solutions which will further raise standards and create a climate of success for everyone.

This position will be classroom based, and the successful candidate will have responsibility for driving teaching and learning forward and raising levels of progress and standards of teaching within our Key Stage 1.

Visits to the school are welcomed. Please telephone if you want to make an appointment and look at our website and ‘X’ page to gain an insight to life at our Academy.

If you wish to apply for the position, please complete the application and return by email to the Business Manager eharris@stbotolphsacademy.co.uk

**Closing Date:** 09.04.2024

**Shortlisting:** 10.04.2024

**Interviews:** 17.04.2024

*The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment****.*** *Successful applicants will be required to obtain an Enhanced check for Regulated Activity from the Disclosure and Barring Service.*

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **POST TITLE:** | **Class Teacher** |
| **GRADE:** | **MPS 1- 6** |
| **RESPONSIBLE TO:** | **Executive Headteacher/Head of School** |
|  |  |

## MAIN DUTIES/RESPONSIBILITIES

**1. Set high expectations which inspire, motivate and challenge pupils**

* establish a safe and stimulating environment for pupils, 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

**2. Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes
* be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study

**3. Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas
* foster and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

**4. Plan and teach well- structured lessons**

* impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

**5. Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

**6. Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**7. 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 both in classrooms and around the school, in accordance with the school’s
* behaviour policy
* 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 in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

**8. Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being

*The duties and responsibilities detailed within this job description will be supplemented by the accountabilities, roles and responsibilities as set out within the School Teachers’ Pay and Conditions Document.*

These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Executive Headteacher/Head of School may determine.

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE ACADEMY.*

We are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

**PERSON SPECIFICATION**

**CLASS TEACHER**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Ess** | **Des** | **MOA** |
| **KNOWLEDGE/QUALIFICATIONS** |  |  |  |
| Graduate with Qualified Teacher Status | \* |  | A/C |
| Knowledge of current educational practice and issues | \* |  | A/I |
| An excellent classroom practitioner | \* |  | I/R |
| Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy, and ICT | \* |  | A/I |
| Knowledge of all phases of primary education |  | \* | A/I |
| Effective use of ICT to support learning | \* |  | A/I |
| The implications of the Code of Practice for Special Educational Needs for teaching and learning |  | \* | A/I |
| Any statutory curriculum requirements and requirements for assessment, recording and reporting of pupils’ attainment and progress | \* |  | A/I |
| Full working knowledge of relevant policies/codes of practice/legislation |  | \* | A/I |
| **EXPERIENCE** |  |  |  |
| Experience of teaching in the Primary phase | **\*** |  | A/I/R |
| **SKILLS** |  |  |  |
| High level of written, oral and communication skills | \* |  | A/I |
| Ability to communicate effectively orally and in writing to a range of audiences | \* |  | A/I/R |
| Able to offer expertise in a specific subject or area |  | \* | A/I/R |
| High level of organisational and planning skills | \* |  | A/I.R |
| Evidence of sharing in and contributing to the corporate life of the Academy | \* |  | A/I/R |
| Work effectively as part of a team, relating well to colleagues, pupils and parents | \* |  | A/I/R |
| Ability to demonstrate a commitment to equality of opportunity for all pupils | \* |  | A/I |
| Ability to investigate, solve problems and make decisions | \* |  | A/I |
| Able to use own initiative and motivate others | \* |  | A/I/R |
| Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them | \* |  | A/I/R |
| Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure | \* |  | A/I/R |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Ess** | **Des** | **MOA** |
| **BEHAVIOUR AND OTHER RELATED CHARACTERISTICS** |  |  |  |
| Evidence of continuing professional development | \* |  | A/I |
| Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate | \* |  | A/I |
| Commitment to an involvement in extra-curricular activities | \* |  | A/I |
| Work in ways that promote equality of opportunity, participation, diversity, and responsibility | \* |  | A/I |
| A commitment to abide by and promote the Equal Opportunities, Health and Safety and Child Protection Policies | \* |  | A/I |
| The post holder will require an enhanced DBS if offered the position  (Academy will arrange) | \* |  | C |

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| --- |
| Key: MOA= Method of Assessment, Ess= Essential, Des= Desirable, A= Application, I= Interview, and assessment, R = Reference, C= Certificate. |