



Class Teacher Application Pack



Contents

Letter from Catherine Paine, Chief Executive Officer	3
Letter from Louise Johnson, Head Teacher Heath Hayes Academy	4
Our Cornerstones and Touchstones.....	5
The role.....	7
The application	98
The application process and timetable	98
Safeguarding, Safer Recruitment and Data Protection	109
Job Description	Error! Bookmark not defined.10

Letter from Catherine Paine, Chief Executive Officer

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for learners in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and learners alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Catherine Paine

CEO



Letter from Louise Johnson, Head Teacher, Heath Hayes Academy

Dear Candidate

I am delighted that you have expressed an interest in the post of KS2 Class Teacher at Heath Hayes Academy!

Thank you for your interest in becoming a class teacher at Heath Hayes Academy and joining our HH family. We are currently looking for an outstanding class teacher to work alongside our current, wonderful team. All staff are supported and inspired by a strong leadership team and fun, hardworking colleagues.

Heath Hayes Academy is a one-form entry primary school with approximately 200 children who we are immensely proud of! They are, we feel, a credit to the school. We are a school where the staff work in teams and this is reflected in the way the children conduct themselves, work and interact with one another. Heath Hayes Academy is a truly wonderful place. Our purpose is to maintain a consistent, inspirational practice from the entire school community to develop the happiness, security and learning outcomes for all children. We inspire and enable all children to achieve their potential by having an expectation of excellence from all stakeholders.

To see more information about the school, please visit our website www.heathhayesacademy.co.uk

Louise Johnson
Head Teacher, Heath Hayes Academy, part of REAch2 Academy Trust

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the 'possible' in people as well as the 'actual'. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.



Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. [You can learn more about REAch2 at our website: www.reach2.org](http://www.reach2.org)

The role



Class Teacher at Heath Hayes Academy

Required for 1st January 2024. Late Autumn Term 2023 start considered.

MPS 1-6

We are excited to be able to recruit to our learning and teaching team as our school grows.

We are looking first and foremost for an exceptional teacher who currently demonstrates skill in all learning and teaching practice. Learning and teaching and working with children will be something you actively enjoy, holding a genuine desire for all children to achieve of their best as learners and people with your support. You will be a reflective practitioner willing and able to evolve your learning and teaching practice to meet the needs of our growing and ever-changing community of children. We will ensure that we *enable excellence* for all in our school.

You may have a passion or knowledge set to wish to lead a subject across our school. You will have the commitment to make learning engaging for, and accessible to, all children. You will be key in ensuring that the children you teach can articulate the knowledge and skills they have learned over time in our school and hold aspirations for their own *exceptional futures*.

Building our school has involved dedication, commitment and hard work from all our team involved to date. We would not be where we are without the contribution of all of our team (past and present) and the willingness to apply themselves to all needing doing. We ask that all teachers are flexible to the needs of the school as we grow and this may involve being a specialist within a phase or being willing to teach across phases.

We can offer you:

The opportunity to continue to be part of and to build on our exceptional learning and teaching and personal development offer for our children;

The opportunity to help continue to build and develop our team and to accentuate the ethos and culture of our school;
The opportunity to make a difference to children's lives;
The chance for your skills to flourish and develop with practical support and encouragement;
High quality training and development through one of the country's leading Multi-Academy Trusts;
The opportunity to work with children from diverse ethnicities and cultures;
An inclusive ethos where every child is valued and supported to achieve their potential;
A future career flightpath within REAch2 Academy Trust;
Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors

Walk arounds are available for potential candidates on 14.9.23 at 1.45pm, 18.9.23 at 2pm & 19.9.23 at 4pm. Please call on 01543 273690 or email office@heathhayesacademy.co.uk to arrange this.

The deadline for applications is: Wednesday 27th September 2023 at noon.

Shortlisting: from 27th September 2023

Interviews: W/C Monday 9th October 2023

Completed Application forms should be returned FAO Louise Johnson, Head Teacher, via office@heathhayesacademy.co.uk

The school is committed to safeguarding the welfare of children and expects all staff to share this commitment. This post is subject to an Enhanced DBS with Child's Barred List check and satisfactory references.

The application

You are invited to submit a REAch2 application form FAO Louise Johnson, Head Teacher, via office@heathhayesacademy.co.uk. The supporting statement should clearly refer to the job description and person specification and detail how your experience and skills are suitable for our school. Please note that we do not accept CVs.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy, the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Louise Johnson, Head Teacher via office@heathhayesacademy.co.uk or 01543 273690

The application process and timetable

Application deadline:	Wednesday 27 th September 2023 at noon
School visits:	14 th September 2023 – 1.45pm, 18 th September 2023 – 2pm & 19 th September – 4pm
Interviews:	Arranged with shortlisted candidates
Contract details:	Full time and permanent
Salary:	MPS 1-6
Start date:	1 st January 2024. Late Autumn Term 2023 start considered

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard learners and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our learners.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Job title	Class Teacher
Salary Scale	Main Pay Scale M1-M6
Responsible to	Phase Lead/AHT/Head Teacher
Responsible for	Teaching Assistants
Purpose of Job	
-To carry out the duties of a school teacher as set out by the class teacher job description and the school teachers' pay and conditions document.	
Context of Role	
<ul style="list-style-type: none"> • A class teacher will have responsibility for a class within the primary phase (Reception to Year 6). • A Phase Lead will hold responsibility for a designated Phase. • The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise. • All teachers make a valuable contribution to the school's development and, therefore, to the progress of all children. All teachers except those who are early career, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager. 	
Class Teacher	
<p>The main responsibilities for this post are:</p> <ul style="list-style-type: none"> • Supporting the vision, ethos and policies of the school and promoting high levels of achievement in the phase in which they work. • Supporting the creation and implementation of the school development plan, particularly where it relates to the phase in which they work, or the subject they lead. • Evaluating the effectiveness of the provision for which they are accountable for, in close collaboration with the leadership team. • Organising and managing teaching and learning in their class and for the subject they lead. • The development and monitoring of the curriculum provision. • Supporting the Head Teacher and Phase Leader in the monitoring of the quality of teaching and children's achievements, including the analysis of data. • The relational care of children, promoting independence and good behaviour, in accordance with school policies. • Ensuring that parents are fully involved in their child's learning and development and well-informed about the curriculum, their child's individual targets, progress and achievement. • Developing the use of new and emerging technologies and techniques within the classroom. • Creating and maintaining a secure and safe environment for the staff and students and for ensuring that all safeguarding and child protection procedures are adhered to. 	

Planning, Teaching, Class Management and Curriculum Development

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge children and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEND or very able children
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective and best use of available time
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to children, give attention to errors and misconceptions
- Select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring children acquire and consolidate knowledge skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Taking account of children's needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly for English and Mathematics
- Encouraging children to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Contribute to the whole school's development activities

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Provide feedback for children and set targets together for progress
- Assess and record children's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- Prepare and present informative reports to parents.

Strategic Leadership

- To promote and support the principle that all class based staff are leaders of learning.
- Have high expectations of all children and support staff.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Whole School/Other

- Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- Be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- Show a commitment to work outside directed time when required.
- Contribute to and provide evidence for the school Self-Evaluation Summary.
- Contribute activities are required to support the School Development Plan.
- Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.
- Liaise with staff to ensure smooth transition from one class/phase to another, including co-ordination of the 'handover' of relevant documents.
- Help develop a highly effective phase team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress.
- To contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher. This job description will be reviewed annually and may be amended at any time, to meet the changing demands of the school, following discussion between the Head Teacher and member of staff.

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the school's policies and practices.

Heath Hayes Academy recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuing professional development relevant to the post. 	<ul style="list-style-type: none"> • Further relevant qualifications. Paediatric First Aid Training. • Evidence of safeguarding training.
Experience	<ul style="list-style-type: none"> • Evidence of excellent classroom practice with the ability to create a class atmosphere that is achievement orientated, using strategies that build children's self-esteem. Evidence of the ability to raise standards significantly in own classroom. • Ability to provide a high quality, well differentiated education and expect high standards from all children. • Ability to contribute effectively to support teamwork. • Ability to communicate and work effectively with parents/carers and external agencies in partnership. • Enthusiasm for teaching, a positive philosophy and outlook, coupled with a good sense of humour. 	<ul style="list-style-type: none"> • Experience of teaching year groups within at least two of the following three key stages: EYFS/Key Stage 1/Key Stage 2.
Knowledge and understanding	<ul style="list-style-type: none"> • The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment. Understanding of a diverse range of teaching and learning styles and techniques. Good understanding of the importance of culture and ethos and how these impacts on morale, high expectation and high standards. • Good understanding of effective procedures for managing and promoting positive behaviour among pupils. • Good understanding of assessment including assessment for learning and summative assessment. • Ability to self-evaluate learning needs and actively seek learning activities. • Ability to engage in professional dialogue about the curriculum, school organisation, procedures, and policies. • An understanding of the importance of safeguarding and child protection 	<ul style="list-style-type: none"> • Willingness to take responsibility for own professional development. • Use and encourage clear, articulate speech with excellent pronunciation and correct use of grammar. • Full knowledge and understanding of the National Curriculum from EYFS – Year 6.
Characteristics and Competencies	<ul style="list-style-type: none"> • Ability to promote the school's aims positively. • Passionate about improving the quality of provision for all children. • Ability to develop good personal relationships within a team, making an effective contribution to high morale. • Ability to establish and develop close relationships with parents, governors, and the community. • Ability to communicate effectively (both orally and in writing) to a variety of audiences. • Ability to create a happy, challenging and effective learning environment • Boundless enthusiasm, determination and drive to inspire others to achieve high standards • An appetite and stamina for challenging work 	<ul style="list-style-type: none"> • Ability to promote the REAch2's touchstones.

	<ul style="list-style-type: none"> • A solution-focused mindset and determined “no-excuses” approach to raising standards • A personable nature to build effective relationships with parents and all members of the school community • A lively, creative, and good-humoured approach to all aspects of teaching, management, and leadership • Ability and keenness to promote the school’s positive culture and ethos 	
Other	<ul style="list-style-type: none"> • Right to Work in the UK • Enhanced DBS with Child Barred List check • Works within guidelines and procedures • Evidence of a commitment to safeguarding and promoting the welfare of children and young people • Commitment to promote and support the aims of REAch2 	