

Recruitment Pack
Class Teacher
January 2022



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Mission Statement

EVERY CHILD, EVERY CHANCE, EVERY DAY

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership Academy, must be spent productively.

Once wasted, it is gone forever and cannot be given back

Our Vision

At Exceed Learning Partnership our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!

We will achieve our vision by every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional Academics, creating and sustaining the best Academics in which to learn and work by pursuing social justice for all. All our academies are inclusive Academics. They seek out and respond to the views of pupils and the wider community. At certain times, there may be difficulties in lives outside of the academy that may cause barriers to learning, including challenges to well-being. Our academies will foster a culture of support, working with a range of agencies to ensure that everyone can reach their full-potential.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all Academics within the trust. This will focus on our learning philosophy skills:

Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

Our Values

INSPIRE - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

INCLUDE - At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

INTEGRITY - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

EXCEED - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

We will achieve our Ambition by ensuring:

- Excellence in learning where our pupils are enabled to be creative thinkers and turn their ideas into actions;
- A diverse, inspirational curriculum, with exciting enrichment and leadership opportunities;
- The development of skills and networks for the future, including for the world of work;
- Our Learning curriculum and values are interleaved through all our priorities in order to develop life-long skills which develop our pupils into responsible, confident and successful members of our communities and wider society;
- Creative, resourceful staff facilitating challenging and stimulating learning, where career progression is mapped and supported;
- High standards of governance, with financial security and effective leadership and management with strong support services to enable our academies to focus on achieving excellent outcomes.

POWER TO CREATE

Outstanding Professionals:

- Winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others;

Innovative Systems Enabling Creative Schools

- Innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led

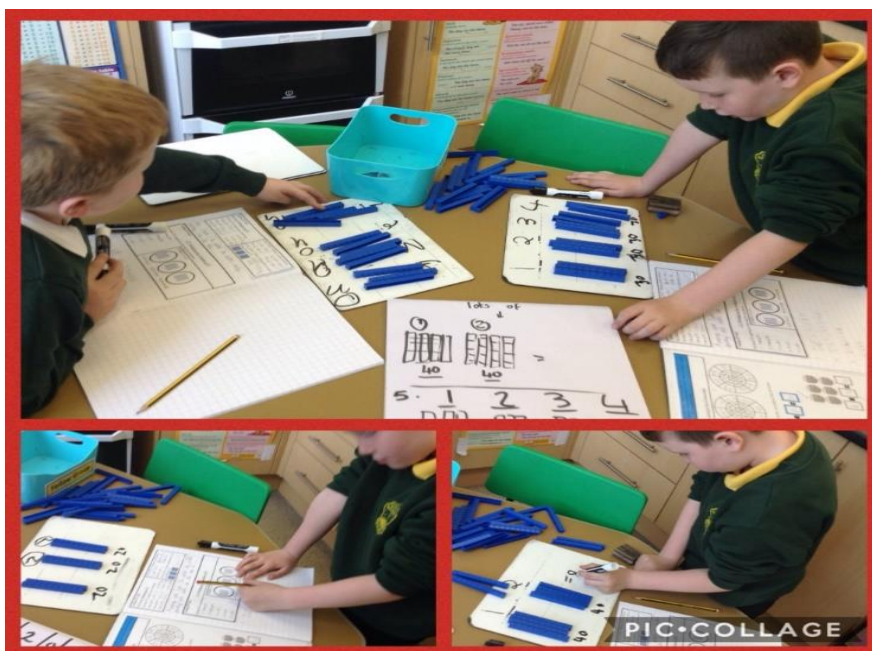
Strong Partnership and Communities

- Working closely with our local communities and parents to secure the best outcomes and opportunities for our learners. Creating a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all

WHICH ENABLES...

EXCEPTIONAL LEARNERS

Learners who are highly successful with attributes, skills and qualifications for a fulfilling life. They have a high quality school experience and enjoy an abundance of opportunities.



About our Academies

Edlington Victoria Academy and Hill Top Academy are both large primary academies in the village of Edlington, Doncaster, for pupils of nursery age through to Year 6. Edlington Victoria has 281 pupils on roll, and was judged as 'good' during its last Ofsted inspection in July 2016. Hill Top was judged 'outstanding' in November 2011. It is a National Support Academy and the CEO is a National Leader of Education. Hill Top currently has 398 pupils on roll.

Carr Lodge Academy in Balby, a newly-built Academy in 2015, will offer 420 places to primary pupils and secured a 'good' judgement in January 2019. Exceed Learning Partnership has recently welcomed Sandringham Primary Academy to our Trust; a large primary in Intake with 455 pupils on roll. This academy has a 'good' inspection judgement, secured in June 2018.

Hatfield Sheep Dip Lane Primary joined the Trust in April 2020. It currently has 276 pupils and serves the Hatfield/Dunsville community. It currently has a judgement of 'requires improvement.' In its last inspection. All our pupils come from a range of social and cultural backgrounds and the academies have a very strong community ethos which influences all aspects of academy life.

The academies have dedicated senior leaders who support the work of the CEO / Executive Principal in leading and managing improvement, under the guidance of a dedicated Board of Directors and

Local Governing Boards. The academies also have a large number of support staff to enhance learning opportunities, including HLTAs and experienced Teaching Assistants. The academies are fully committed to the inclusion of all pupils and to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards and meet the core offer of extended services.



Letter from the Principal – Faye Parish

Dear Applicant,

Thank you for your interest in the position of KS2 Class Teacher at Sheep Dip Lane Academy.

At Sheep Dip Lane Academy we strive to appoint highly motivated individuals who can take the Academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

We are a Primary Academy and have 278 pupils on roll. Our age range is 3-11 years inclusive. This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement.

We foster a positive climate and strive for all staff to develop and pursue a successful career. In order to achieve this, we put the maximum amount of effort into creating the very best professional development opportunities. We are part of a National School Development Programme called Challenge Partners. At our last external review in May 2021 some of the following strengths were noted:

- The Principal provides wise counsel and inspirational leadership for the highly committed leadership team. Leadership is distributed successfully, and a wide range of professional development opportunities has enhanced the skills of school leaders and governors in driving improvement. Everyone knows the priorities, and there is a clear sense of joint ownership and collective responsibility.
- Strong relationships between staff, pupils and families are central to the nurturing culture. The mantra, 'Every child, every chance, every day' alongside the values of teamwork, resilience, nurture, inquiry, inspire are embedded throughout the curriculum and are central to the ethos and culture.
- All stakeholders have a shared understanding of the school's core values, and these underpin day-to-day school life. They are evident in the well-planned, high quality learning environment which provides a safe, calm space to learn and models standards and high expectations.
- Comprehensive and intensive training in phonics and reading for all staff has borne fruit. Close monitoring by the English team reveals the impressive progress pupils make through interventions.
- The 'leading learning together' ethos is reinforced by the strong relationships between pupils, staff, and families. Leaders research and use innovative

practice and feedback from stakeholders to drive improvement.

At Sheep Dip we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in this position.



Mrs Faye Parish
Principal

Job Description and Person Specification

Class Teacher



JOB DESCRIPTION

Exceed Learning Partnership is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high-performing educational institutions.

Job Title: KS2 Class Teacher

Grade: MPS £25,714 /UPS £41,604

Hours: 32.5 hours per week, permanent

Academies: Sheep Dip Lane Academy

Responsible to: CEO, Principal, Senior Leadership Team & Governors

Responsible for: Class Support Staff

All staff should endeavour to maintain the ethos of the academies and must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. All staff must maintain appropriate professional boundaries and respect the unique position of trust in our academies.

Main Duties and Responsibilities:

PLANNING, TEACHING AND CLASS MANAGEMENT

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- To have regard for the National Curriculum and its age related requirements;
- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting tasks which challenge pupils and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Identifying SEN or very able pupils;
- Provide clear structures for lessons maintaining pace, motivation and challenge;
- Make effective use of assessment and ensure coverage of programmes of study;
- Ensure effective teaching and best use of available time;
- Monitor and intervene to ensure sound learning and discipline;
- Use 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 pupils, give attention to errors and misconceptions;
- Select appropriate learning resources and develop study skills through library, I.C.T. and other sources.

- To maintain a well organised, stimulating learning environment which is conducive to learning and models excellent standards.
- Ensure pupils acquire and consolidate subject specific knowledge, skills and understanding appropriate to the subject taught;
- Evaluate their own teaching critically to improve effectiveness.
- Encourage pupils to think and talk about their learning, develop self-regulation and independence, concentrate and persevere, and listen attentively.
- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience, drama, play and talk as a vehicle for learning.

MONITORING, ASSESSMENT, RECORDING AND REPORTING

- To be responsible for the implementation, monitoring and evaluation of schemes of work and to track pupil progress by;
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress;
- Assess and record pupils' 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.

OTHER PROFESSIONAL REQUIREMENTS

- This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the National Teachers Standards and the required standards for Qualified Teacher Status and other current legislation.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To be responsible for the education and welfare of a designated class or group of pupils within the school.
- To develop and maintain positive relationships with pupils, parents, governors and staff
- To be open minded and flexible enough to take on new initiatives in a positive manner.
- To be knowledgeable of and follow schools Child Protection policies.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;
- Take responsibility for their own professional development and duties in relation to school policies and practices;
- Take responsibility for a curriculum area of responsibility including maintaining and purchasing resources.
- Take on any additional responsibilities which might from time to time be determined.

Professional learning

- To carry out professional learning opportunities and implement developments into your own teaching pedagogy and practice.

Exemplification of Terms and Expectations

Performance appraisal

Performance appraisal assessment will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance appraisal cycle with reference to Teachers and Executive Leaders Pay Policy. In addition, the following standards, and in conjunction with the school's exemplification of these standards, will be considered where there is an application to progress through the threshold and onto UPS2 and UPS3.

Knowledge and Understanding

- Demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work Teaching and Assessment
- demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
- demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPS2 level: with the majority of your lessons at least "good" in OfSTED terms
- demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback and at UPS3 level:
- Make a distinctive contribution to raising pupil standards Pupil progress
- demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPS2 level "better") than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.

Wider Professional Effectiveness

- Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
- Make an active contribution to the policies and aspirations of the school

and at UPS2 level:

- Seek to share your expertise with colleagues

and at UPS3 level:

- Take advantage of appropriate opportunities for professional development and
- Use professional development effectively to improve pupils' learning
- Contribute effectively to the work of the wider team
- Play a critical role in the life of the school Professional Characteristics
- demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
- inspiring trust and confidence,
- building team commitment,
- engaging and motivating pupils,

- analytical thinking,
- taking positive action to improve the quality of pupils' learning

and at UPS3 level:

- Provide a role model for teaching and learning

Personal Qualities:

Self-Awareness.

- Has emotional insight.
- Solicits honest critiques
- Has presence

Relationship Management.

- Stimulate enthusiasm and inspire others.
- Champions change and shares the latest research practice.
- Develops support for colleagues using initiative
- Addresses conflict or inconsistency in procedures
- Builds strong professional relationships with children and colleagues

Self-Management.

- Stays composed and positive
- Promotes our core values
- Handles unexpected demands
- Anticipates obstacles
- Initiates action for the future
- Learns from set backs

Social Awareness.

- Sees others' perspectives
- Understands underlying issues.
- Matches whole school practice to pupil needs.

Safeguarding Procedures:

It is the responsibility all members of staff to follow the correct safeguarding procedures in academy.

- All staff have a duty to attend child protection training every three years
- All staff have a duty to read and follow the safeguarding policies in school

All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated person for Child Protection which is the Principal/Pastoral and Intervention Manager.

To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.

Health & Safety:

- Be trained in procedures for Health & Safety & First Aid. Paediatric First Aid
- To administer first-aid as agreed in the procedures within the Policy

Equal Opportunities

- To ensure that all pupils are respected and treated equally at all times
- Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.

This job description may be amended at any time following discussion between the Principal and member of staff, and will be reviewed annually.

PrincipalDate:.....

Post Holder.....Date:.....

This post will be subject to an enhanced disclosure from the Criminal Records Bureau.

PERSON SPECIFICATION

This part will allow you to understand who we are looking for within this role and the skills, knowledge or experience that we would expect.

	CRITERIA	ESSENTIAL OR DESIRABLE	APP FORM	DOCS	INT
1. Education, Qualifications and Vocational Training	Qualified Teacher Status/Certificate of Education	E	✓	✓	
	Good University Degree	E	✓	✓	
	Other specific courses and qualifications	D	✓	✓	
	Management qualifications	D	✓	✓	
	Relevant participation in in-service training	D	✓	✓	
2. Relevant Experience	To have a clear understanding of the National Curriculum and its application	E	✓	✓	✓
	Excellent classroom practitioner with the ability to teach the primary curriculum effectively	E	✓	✓	✓
	A good understanding of legislation concerning SEND and Safeguarding	E	✓	✓	✓
	Experience of SEND	D	✓	✓	✓
	Knowledge or experience in multi-professional working	D	✓	✓	✓
	Experience of subject lead	D	✓	✓	✓
3. Skills	A knowledge of strategies that enable teaching of mixed ability pupils and provide work which is differentiated to cater for the entire ability range.	E	✓	✓	✓
	Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in the classroom setting.	E	✓	✓	✓
	To create a happy, challenging and effective learning environment.	E	✓	✓	✓
	A willingness to work throughout the school.	E	✓	✓	✓
	A commitment to work as part of a team which understands and	E	✓	✓	✓

	supports each other leading to effective teamwork				
	A commitment to whole school improvement.	E	✓	✓	✓
	Evidence of good or better teaching (classroom observation)	D	✓	✓	✓
	An outstanding practitioner who can inspire others	D	✓	✓	✓
	The ability to build on and develop aspects of teaching and learning to help the school to keep moving forward	D	✓	✓	✓
4. Personal Qualities & Skills	Awareness of child protection issues	E	✓	✓	✓
	Responsibility for own professional development	E	✓	✓	✓
	Commitment to working with all members of school community	E	✓	✓	✓
	Inspire trust and confidence and motivate all pupils to the best ability	E	✓	✓	✓
	Enthusiasm, displays drive and energy to achieve results	E	✓	✓	✓
	Plan and manage workload effectively, recognising and managing pressure	E	✓	✓	✓
	Good communication and interpersonal skills	E	✓	✓	✓
	Good organisational and time management skills	E	✓	✓	✓
	Desire to see children succeed, displays warmth, care and sensitivity when dealing with children	E	✓	✓	✓
	Able to enthuse and reflect upon experience	E	✓	✓	✓
5.Special Requirements	A willingness to be flexible where the need arises to meet the needs of the Academy	E		✓	✓