Abbey Multi Academy Trust

Recruitment Application Pack

KS2 Class Teacher MSJ49

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Welcome Letter

Dear Colleague,

Thank you for your interest in the role of KS2 Class Teacher for Manston St. James C of E Primary Academy. This position will be suitable for an ECT or a teacher with experience.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the Class Teacher role, from which we hope you will gain an understanding of our ethos and approach and the high aspirations we have for ourselves and our pupils.

"To work in partnership to educate, nurture and empower"

Our vision is that the academies, supported by Abbey MAT, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and will stretch our young people academically, support them pastorally and help them develop socially and spiritually.

We are committed to raising the skills base across our communities by ensuring a focus on quality, encouraging innovation and strengthening the ethos of the academies as distinctive schools. The framework will strive to maintain academies which will retain their own independent culture and ethos whilst operating within a strategic partnership to improve quality, share best practice and operate effectively and efficiently.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Manston St James and Abbey MAT have to offer.

We look forward to meeting you and reading your application.

Helen Pratten & Catherine Garrett
Co-CEOs

Advert

Position: **KS2 Class Teacher**

Reference: **MSJ49**

Salary: **MPS**
Full time 32.50 hours
Permanent contract

In Partnership to Educate, Nurture & Empower

Are you passionate about teaching? Looking for a passionate and dedicated Academy Trust which genuinely invests and develops their staff? Then apply today to join us at Manston St James Primary Academy as a Class Teacher.

Part of Abbey Multi Academy Trust**,** Manston St James Primary Academy is a two form entry primary school located in East Leeds. We have very high expectations of our pupils and this is underpinned by our caring, sharing Christian ethos. Manston St James Primary Academy CE Primary is blessed with many talented and dedicated staff that place an importance on the welfare of the children in their care. It is also characterised by the active support of parents, pupils and governing body.

You will be:

- An inspirational teacher with high expectations of pupil attainment, behaviour and wellbeing
- A highly motivated and hard-working person with the capacity to contribute to the on-going development of our primary academies
- A team-player who can develop positive relationships with children, families and colleagues
- Someone who will support the Trust's Christian ethos

We can offer you:

- Eager, enthusiastic, considerate children who are pleasure to teach
- Fantastic teams with dedicated and committed staff based in excellent learning environments
- Supported by a Trust that values and invests in the continuing professional development of all staff

In return, we can offer the successful applicant the following additional benefits: free secure onsite parking and membership of a local pension scheme.

Abbey Multi Academy Trust is a Trust consisting of eight academies (three secondary, five primary) in the geographical areas of the Anglican Diocese of Leeds and Calderdale.

All our academies share in the Trust's mission to work **In Partnership to 'Educate, Nurture and Empower'.** For more information about us or our primary academies please visit the following links:

http://www.abbeymat.co.uk/

For more information on the academy please visit https://www.manstonstjames.co.uk/

To apply please download recruitment pack and email an application form to Recruitment@abbeytrust.org by or before the closing date.

Closing Date: 17th June 2022 but may be brought forward if a reasonable volume of applications are received
Interviews: 24th June 2022

Due to the expected number of applications, the academy retains the right to amend the closing date for this vacancy upon receipt of an exceptional application. Those wishing to apply are strongly encouraged to submit applications at their earliest opportunity**.**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service check. We promote diversity and want a workforce which reflects the population of Leeds.

Visits or Informal Discussion

if you would like the opportunity to have a tour of the school or an informal discussion with the Head of School this can be arranged by making a request via the Recruitment@abbeytrust.org email address

Application Process

Closing Date: 12pm Friday 17th June 2022 but may be brought forward if a reasonable volume of applications are received
Interviews: Friday 24th June 2022

Applications
Applications will only be accepted from candidates completing the Trust's Application Form.

Please note all sections of the Application Form should be completed. Supporting statements should evidence skills and experience against the requirements of the job description and person specification.

Completed applications should be returned by email to recruitment@abbeytrust.org

CVs will **not** be accepted in place of a completed Application Form.

All applications will be acknowledged within 24 hours. Should you fail to receive confirmation of receipt please call 0113 273 9152.

Invite to Interview

After the closing date, short listing will be conducted by a Panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

Candidates will be selected for interview entirely on the content of their application form. Candidates are advised to read the job description and person specification carefully before completing an application form.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;

Abbey Multi-Academy Trust is robust in promoting the safeguarding of children and is rigorous in its recruitment checks. An enhanced disclosure from the DBS and Barred List check will be required for this post.

Standard Checks
All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK;
- Documentary evidence of identity that will satisfy DBS requirements;
- Documentary proof of current name and address;
- Where appropriate any documentation evidencing change of name;
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies will not be accepted.

Pre-Employment Checks
Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory Enhanced DBS Check;
- Verification of professional status;
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period;
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Abbey Multi Academy Trust is committed to safeguarding children. This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check and/or Barred List check.

References & Verifications
We will seek references on shortlisted candidates and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from references will be taken up at interview.

Queries

If you have any queries on any aspect of the application process or need any further information please contact Recruitment@abbeytrust.org

Equality and Diversity

Abbey Multi Academy Trust promote diversity and want a workforce which reflects the population of Leeds and Calderdale. We are committed to creating and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our students. We aspire that staff are equally valued and respected, and students are encouraged to thrive academically.

As a provider of employment and education, we value the diversity of our staff and students. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

We acknowledge the following basic rights for all members and prospective members of our community:

- to be treated with respect and dignity
- to be treated fairly with regard to all procedures, assessments and choices
- to be encouraged to reach one's full potential

These rights carry responsibilities and we require all members of our community to recognise these rights and act in accordance with them. In addition, we will comply with all relevant legislation and good practice.

No individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Job title: KS2 Classteacher

Salary: MPS / UPS

Reporting to: Head of School

Overall purpose of the post:
To promote a secure, caring and challenging educational environment for each class taught and the individual pupils within it.

Key responsibilities:

- To share and support the school's responsibility to secure the highest possible standards of learning and pupil progress
- To contribute to the high expectations for achievement in the school.
- To be aware of the established policies and practices of the school and share in collective responsibility for their implementation and for its ethos
- To share and support the corporate responsibility for the well-being, education and discipline of all pupils.
- To be aware of the professional duties of teachers and the statutory framework in which we work.
- To support the work of the Leadership Team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, in accordance with the aims and objectives of the school.
- To have a secure knowledge and understanding of the subject(s) being taught and the relevant pedagogy to teach effectively across the full age and ability range.
- To know, understand and use the relevant statutory and non-statutory curricular and frameworks for the subject(s) or curriculum area taught

Responsible for:

- Teaching, support and accountability of assigned pupils to ensure high expectations and high standards of learning and good progress for individuals and groups of pupils.
- To set, monitor and evaluate individual pupil progress targets to make a measureable contribution to whole school targets.
- To monitor and evaluate the curriculum target in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To assess, record and report relevant to teaching and learning making effective use of Assessment for Learning Strategies and intervention as appropriate.

Key Tasks:

Teaching & Learning

- Ensure the provision of an appropriately broad, balance, relevant and differentiated curriculum for pupils, in accordance with the aims and ethos of the school.
- To know how to make effective personalised provision for those taught, including those for whom English is a second language, have special needs or disabilities or other groups of pupils.
- To establish a purposeful learning environment within the classroom.
- To teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach in which they:
    - Use an appropriate range of teaching strategies and resources, including e-learning and iPads which meet pupil's needs and take practical account of diversity and promote equality and inclusion.
    - Build on the prior knowledge and attainment of those they teach in order that pupils meet learning objectives and make sustained progress.
    - Develop concepts and processes which enable pupils to apply new knowledge, understanding and skills.
    - Adapt their language to suit the pupils they teach, introduce new ideas and concepts clearly, and using explanations, questions discussions and plenaries effectively.
- To plan, mark and monitor set homework or other out-of-class work to sustain pupil progress and to extend and consolidate their learning.
- Know how to use skills in literacy, numeracy and ICT, including iPads and digital learning to support teaching and wider professional activities.
- To assist in the development of appropriate syllabi, resources, Schemes of Work, marking polices and teaching strategies.
- To contribute to the school improvement plan and its implementation.
- To plan and prepare lessons that address individual gaps in learning and promote progress.
- To participate in 'learning walks' and other learning evaluation and quality assurance strategies in accordance with school policy.
- To design opportunities for pupils to develop their literacy, numeracy, ICT, thinking and learning skills and cross-curricular themes so that they are reflected in the teaching and learning experience of pupils.

Achievement/Progress

- To use statistical and other information to evaluate the effectiveness of teaching and monitor the progress of those taught.
- To plan for progression across the age/ability range being taught, designing effective learning sequences within lessons and across series of lesson, informed by secure subject/curriculum knowledge.
- To make effective use of a range of assessment, monitoring and recording strategies, including writing reports in line with published deadlines.
- To know and apply the particular assessment requirements and arrangements for the year group being taught, including internal and external assessments and assessment for learning strategies.
- To maintain appropriate records and to provide relevant, accurate and up to date information using the school's data collection systems.
- To complete the relevant documentation to assist in the tracking of pupil progress.
- To mark, grade and provide written, verbal and diagnostic feedback as required.

- To establish a clear framework for class discipline in line with school policy to manage pupil behaviour constructively and promote self-control and independence.
- To know the legal requirements, national polices and guidance on the safeguarding and promotion of the wellbeing of children.
- To comply with the school's Child Safeguarding Procedures and to report concerns to the Designated Child Protection Officer.
- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Know how to identify and support young people whose progress and development of well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- To contribute to the preparation of education plans, progress files and other reports.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with parents of pupils and with persona or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff according to the school's Policy.
- To contribute to PSHE and enterprise activities according to school policy.
- To register pupils accurately, accompany and supervise them in assemblies and worship activities and encourage their full participation in other aspects of school life.
- To support the school's extra-curricular offer.

Key Tasks continued:

Staff

- To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught.
- To participate in arrangements made in accordance with the Performance Management cycle.
- To participate in arrangements for further training and professional development as a teacher.
- To share corporate responsibility for the implementation of school policies and practices.
- To have a commitment to collaboration and co-operative working.
- To work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- To support the implementation of School policies and procedures eg Equal Opportunities, Health & Safety etc.
- To participate in the school's ITT programme where appropriate.
- To lead a subject, if requested.

Pupils

- To ensure the involvement of Pupil Voice in the production of Self Evaluation and the development of the subject.

Partnership

- To communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- To follow agreed policies for communications within the school and with external partners.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner institutions.
- To contribute to the development of effective subject links with external agencies.
- To prepare and present informative reports to parents/carers and attend Parents' Evening/meetings and school events.

General Duties:

- To carry out supervisory duties in accordance with published schedules.
- To take part in appropriate meetings and events with colleagues, parents/carers, governors and external partners.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the School.

Note:

This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. Elements of this Job Description, and changes to it, may be agreed at the request of the Executive Headteacher or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers' Pay and Conditions of Service document which is published annually.

SUBJECT TEACHER: CLASSTEACHER PERSON SPECIFICATION CRITERIA							
Qualifications		**ESSENTIAL**			**DESIRABLE**		
1	Qualified teacher status for England (or equivalent)	A	R				
2	Relevant degree (or equivalent)	A	R				
3	Recent, relevant professional learning and development	A	R				
4	Record of continuous professional development				A	R	
Professional knowledge, skills and abilities		**ESSENTIAL**			**DESIRABLE**		
1	Evidence of high expectations which inspire, motivate and challenge every student	A	R	I			
2	Evidence of effective use of assessment and target setting to improve pupil achievement	A	R	I			
3	Demonstration of in-depth knowledge and understanding of the primary National Curriculum	A	R	I			
4	Awareness and understanding of how children learn	A	R	I			
5	Consistently plan and deliver well-structured lessons that enable all learners to make good progress	A	R	I			
6	Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning		R	I			
7	Awareness of the need to safeguard students' well-being, in accordance with statutory provisions and policies		R	I			
8	Ability to lead, motivate and develop students to work independently	A	R	I			

9	Awareness and understanding of the wider educational context and national accountability frameworks	A	R	I			
10	Knowledge of/involvement in educational research on teaching and learning				A	R	
11	Consistently good and outstanding teacher in relation to career stage	A	R	I			
12	Confident in the use of ICT to support learning	A	R	I			

Experience		**ESSENTIAL**			**DESIRABLE**		
1	Successful working relationships with students, staff, parents/carers	A	R	I			
2	Proven teaching experience in the 5 to 11 age range	A					
3	Responsibility for a class in Foundation Stage or Key Stage 1 or Key Stage 2	A					
4	Experience of subject leadership, cross curricular initiatives/projects or whole school developments				A		I
Professional Attributes, Qualities and Values		**ESSENTIAL**			**DESIRABLE**		
1	Willingness to make a positive contribution to the wider life of the school/Academy and community	A	R				
2	Appropriate and effective professional relationships with all		R	I			
3	Commitment to working in partnership with parents	A		I			

4	Ability to reflect critically, and respond to, performance and feedback	A	R	I			
5	An inspirational teacher, passionate about teaching and learning	A	R	I			
6	Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour	A	R	I			
7	Ability to articulate, communicate and support the Christian ethos and values of Manston St James Primary Academy CE Primary			I			
8	Enabling the highest levels of student achievement through translating vision, ethos and values into practice			I			
9	Enthusiasm to take the school forward through a process of change, development and ongoing improvement			I			
10	Excellent interpersonal, written and oral communication skills			I			
11	High level of emotional intelligence and self-awareness		R	I			
12	Excellent time manager		R	I			
13	Personal resilience		R	I			
14	Inspire, challenge, and motivate students towards a shared vision		R	I			
15	Foster an open, fair and equitable culture, managing conflict where necessary		R	I			
16	Prioritise, plan and organise self and others		R	I			
	Think creatively in order to anticipate and problem solve		R	I			

The criteria will be evidenced as indicated below:

'A' refers to the candidate's Application form and covering letter

'I' to interview

‘R’ to reference

Candidates should address at least all items marked ‘A’

Referees are asked to comment on items marked ‘R’

Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.