



WE ARE ASTREA

**KS2 CLASS TEACHER
APPLICANT BRIEF**

WAVERLEY PRIMARY ACADEMY
Part of
ASTREA ACADEMY TRUST





Open Letter from Principal

Dear Candidate,

This is an incredibly exciting time to join Waverley Primary Academy. Waverley Primary Academy is a primary academy based in Balby in Doncaster. It serves approximately 200 children between the ages of 3 and 11.

At Waverley Primary Academy, children are at the heart of everything. Pupils are taught academic knowledge and skills as well as developing the whole child, in order to prepare pupils for their next stage of education and to enable them to lead active and happy lives. The values of Resilience, Empathy, Aspiration, Contribution and Happiness run through all parts of school life and create a calm, happy and hardworking atmosphere with a strong commitment to all pupils achieving their full potential, regardless of their starting points.

Pupils start their learning journey in Foundation Stage where provision, both indoors and outdoors, allows them to develop their investigative skills, test their ideas and to learn the basics of number and language. The curriculum then develops these skills further as pupils grow through school. Knowledge and skills are taught through an enjoyable and engaging curriculum, ensuring pupils leave Waverley fully prepared for later life, with memories they will never forget!

Astrea Academies Trust is an inspirational academies network that aims to give children and young people from all backgrounds an education that will transform their lives. Membership of the Astrea Academies Trust provides enhanced CPD opportunities for staff.

The Academy is seeking to attract a talented, knowledgeable, and committed team member who can demonstrate high aspirations for all our children along with the enthusiasm and resilience to support all aspects of a child's education. The successful candidate will have the opportunity to join a supportive team and play a key part in helping to steer Waverley on its journey of educational improvement.

Thank you for your interest in joining our team. We are looking forward to hearing from you!

Louise Stanton
Principal, Waverley Academy



JOB DESCRIPTION

SALARY	MPS
CONTRACT TYPE	Permanent
WORKING PATTERN	Monday to Friday
HOURS PER WEEK	32.5 hours

Purpose

The post holder will have a responsibility for the education of pupils for whom they are timetabled to teach and are also responsible for including the planning, preparation and assessment of work.

The duties outlined within this job description are in addition to those covered by the Astrea and National Teacher standards latest Academy Teachers' Pay and Conditions Document.

Main duties:

Set high expectations which inspire, motivate and challenge all 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 all pupils.

Promote good progress and outcomes by all pupils

- Promote high standards of attainment, progress and outcomes for all pupils.
- Plan differentiated teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary.
- 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.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interests in these subjects and address misunderstandings and misconceptions.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject.
- Ensure all pupils have access to a broad, balanced and relevant curriculum.

Plan lessons (in line with minimum expectations) 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 and assess 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.



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 learn more effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and implement strategies to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning 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.
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of pupils.

Make accurate and productive use of assessment

- Make accurate and productive use of assessment in line with the expectations of the academy.
- Make effective use of a range of assessment for learning techniques to measure progress in lessons.
- 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.

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 in both in classrooms and around the academy, in accordance with the academy'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.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively (where available).
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents, carers and external agencies with regard to pupils' achievements and well-being.

Personal and Professional Conduct

- Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy.



- Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality.
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities.

Values

- Makes the education of pupils within the academy the main purpose of the role of the teacher.
- Accepts accountability for achieving the highest possible standards in their own work and conduct and to be able to be self-critical and reflective.
- Acts with honesty and integrity at all times.
- Is able to forge positive professional relationships.

GENERAL

Safeguarding/Child Protection

- Understands, accepts and follows the academy's Safeguarding / Child Protection procedures in order to protect the safety of all children and vulnerable adults.
- To report matters of concern in line with the academy procedure

Confidentiality

- To ensure confidentiality of all activities is maintained in order to protect the integrity of the organisation and its stakeholders.
- To comply with the relevant electronic communication, safety and confidentiality updates.

Self-Development

- To continually seek development opportunities in order to improve personal performance.
- Comply with and actively take part in the trust's performance management cycle.

Working Hours

- Full time in line with School's Teachers Pay and Conditions including attendance at meetings and parent's evenings as published in the academy calendar.

Communication

- Understands own responsibility to be up to date with the trust and academy communications.

Flexibility

- To carry out such other duties as may reasonably be required from time to time to meet the evolving needs of the academy at the direction of the designated manager/management team



PERSONAL SPECIFICATION

Experience

- Successful teaching experience or evidence of successful completion of initial teacher training
- Successful classroom experience in a primary setting
- Leadership of a subject (desirable)

Qualifications & Knowledge

- Qualified Teacher Status
- Commitment to ongoing and professional development
- Knowledge of the National Curriculum requirements
- Understands and values the processes of planning monitoring and evaluation as an aid to raising standards
- Evidence of participation in professional development or study (desirable)

Behaviours

- Excellent classroom practitioner
- Ability to relate to and motivates pupils
- Works well within and contributes to team development
- Ability to work under pressure and recognise and manage stress
- Highly organised
- Good written and oral communication skills
- Good presentational and ICT skills
- The ability to interpret statistics to support academy improvement
- Enthusiasm and determination
- Responds effectively to daily challenges
- The post holder will require a full DBS check
- Clear knowledge of and commitment to Safeguarding

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing recruitment@astreaacademytrust.org