WE ARE ASTREA

**KS2 Teacher**

**Castle Academy**

**Part of Astrea Academy Trust**

**Applicant Brief**



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**Thank you for your interest in this role within Astrea Academy Trust.**

This is a hugely exciting time for our family of academies. The Trust has been recognised by the department for Education as being well placed to **raise standards** and **achieve excellence** for pupils in a growing number of academies.

## We are an inclusive, all-through Trust that was established to tackle historic educational disadvantage and to play our part in the social regeneration of the areas in which we work and we are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven’t previously received the educational opportunities they deserve.

## The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of ‘one Astrea’ across our academies.

## Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they **share our values**, are highly motivated to work with colleagues in and beyond their academy to **continuously develop** their skills and pursue **professional excellence**; are committed to providing the highest standards of teaching for all children and to ensuring each child, irrespective of socio-economic background, circumstance or ability, has **equity of access** to an educational experience that supports their **individual needs**.

If this is you, then we would be delighted to receive your application.





**Benedick Ashmore-Short**

**Interim CEO**

O**PEN LETTER FROM PRINCPAL**

**Ann-Marie Mason**

**PRINCIPAL AT Castle Academy**

Dear Candidate,

Thank you for your interest in this role within our school.

We are a small and friendly, family school who believe in giving children the best possible education

and care so that they make a successful start on their learning journey.

You would be joining the school at an exciting stage in our development as we make the journey towards

excellence. We are a small but highly committed staff who are looking for an enthusiastic and creative

teacher to join our team.

The school is situated in the community of Conisbrough on the outskirts of Doncaster and benefits

from good working relationships with parents and enthusiastic children.

If you follow this link it will take you to our website where you will find more information about the

school. <https://www.astreacastle.org>

You are also most welcome to visit the school and/ or contact me at [admin@astreacastle.org](mailto:admin@astreacastle.org) with any

questions you may have.

I look forward to meeting you.

Ann-Marie Mason

Principal

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## 

ASTREA ACADEMY TRUST

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure Astrea reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Our approach is to ensure school improvement – including the successful improvements that have been achieved so far in many of our academies that have joined the Trust as sponsored academies.

KS2

## ASTREA ACADEMY TRUST VALUES

The work of Astrea Academy Trust is underpinned by five core Value Partners:

* Responsibility and Leadership;
* Enjoyment and Innovation;
* Aspiration and Development;
* Collaboration and Inclusion; and
* Honesty and Integrity.

### Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

### Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

### Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#AstreaStars**

### Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

**Honesty and Integrity**

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

## SAFEGUARDING & CHILD PROTECTION POLICY

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth or to view the world in a positive way, that their behaviour may be challenging and that they may struggle to engage with school life. We will always take a considered and sensitive approach in order that we can support all our pupils.

**The Trust’s Safeguarding and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Safeguarding and promoting the welfare of children is everyone’s responsibility.  Everyone who comes into contact with children and their families has a role to play.  In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.  Safeguarding and promoting the welfare of children is defined as:

* Protecting children from maltreatment;
* Preventing impairment of children’s health or development;
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* Taking action to enable all children to have the best outcomes.

*Keeping Children Safe in Education (2019)*

As such, it is the duty of all who work for the Trust to:

* Ensure that a safe environment is provided for all children and young people to learn;
* Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
* Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2019.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.

## SAFER RECRUITMENT & PRE-EMPLOYMENT CHECKS

Astrea 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.

For individuals applying for leadership and management positions a S128 check will also be required. For individuals who have previously lived abroad, overseas checks may also need to be taken prior to commencing employment.

New employees will not commence work until all relevant checks have been completed.

**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.

**Enhanced Checks**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

* Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared;
* If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings.
* If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues;
* Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children – this may only be answered ‘not applicable’ where your duties have not brought you into contact with children or young people.

**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 such as QTS Status, NPQH (where required);
* Satisfactory completion of a Health Assessment;
* Satisfactory completion of the probationary period (where relevant);
* 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.

**References & Verifications**

We will seek references on shortlisted candidates for Trust based positions 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.

## APPLICATION PROCESS

**Applications**

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

Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. Your supporting statement should evidence your skills and experience against the requirements of the job description and person specification.

**Please send your completed Application Form to us:** [admin@astreacastle.org](mailto:admin@astreacastle.org)

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

**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.

You will be selected for interview entirely on the contents of your application form, so please read the job description and person specification carefully before you complete your 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;
* Emotional resilience in working with challenging behaviours; and
* Attitudes to use of authority and maintaining discipline.

## ASSESSMENT PROCESS

Applications will be assessed against the job description. Successful applicants will be invited to the selection process.

The interview process will comprise of two stages; candidates who successfully complete the first stage will be invited back to complete the final stage interview. Details of this will be communicated at the time. Candidates will need to be available to interview on March 23rd.

Whilst it is our preference to hold these interviews face-to-face, the on-going pandemic and current limited school openings, may lead us to decide to hold these remotely via Microsoft Teams. Should interviews progress on a face to face basis, each candidate will be required to undertake a personal risk assessment so that we can ensure all appropriate health and safety protocols are in place.

Should you have any questions regarding the interview process, please email: [admin@astreacastle.org](mailto:admin@astreacastle.org)

JOB DESCRIPTION

|  |  |
| --- | --- |
| **JOB TITLE** | KS2 Teacher, Full Time |
| **REPORTING TO** | Principal |
| **SALARY RANGE** | MPS |
| **LOCATION** | Castle Academy, Conisbrough, South Yorkshire |
|  |  |

**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.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their line manager.

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Knowledge, Qualifications and Experience** | **Essential** | **Desirable** |
| **Relevant Experience** |  |  |
| Successful teaching experience or evidence of successful completion of initial teacher training | \* |  |
| Successful classroom experience in a primary/EYFS setting | \* |  |
| Leadership of a subject |  | **\*** |
| **Education and Training** |  |  |
| Qualified Teacher Status | \* |  |
| Evidence of participation in professional development or study |  | **\*** |
| Commitment to ongoing and professional development | \* |  |
| **Knowledge** |  |  |
| Knowledge of the National Curriculum requirements | \* |  |
| Understands and values the processes of planning monitoring and evaluation as an aid to raising standards | \* |  |
| **Skills and Ability** |  |  |
| 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 | \* |  |
| **Additional** |  |  |
| Enthusiasm and determination | \* |  |
| Responds effectively to daily challenges | \* |  |
| The post holder will require a full DBS check | \* |  |
| Clear knowledge of and commitment to Safeguarding | \* |  |