

Hope Learning Trust, York is a growing multi-academy trust for both primary and secondary schools.

This exciting merger between Hope Learning Trust and the Sentamu Academy Trust gives us the chance to continue to develop as one Trust so that everyone in our communities is given the opportunity to thrive. Schools across both of our Trusts have already been working together since September and so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

### Our Vision

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Learning Trust, York presents opportunities and expectations that promote success.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you

Helen Winn  
Chief Executive Officer



As the Head of School at Skelton Primary, I am delighted to introduce our school to you, and thank you for the interest you have shown in applying for a vacancy here.

We are a small friendly school set in spacious grounds outside of the city of York.

Our vision is simple - for every child at Skelton, regardless of circumstances or background, to fulfil his or her potential by providing a nurturing, exciting and innovative place to learn.

Here at Skelton we are committed to providing a balanced, well-rounded and holistic education for your child, with not only a focus on academic excellence but fostering a love of sports, arts and of life-long learning whilst providing pupils with the fundamental knowledge and skills they require to succeed in whichever path they choose.

We pride ourselves on knowing every child and in our small school everyone's a somebody!

Please do come and visit! Tours of the school are welcomed and recommended. I would love to show you our school, for you to truly get a feel for us here at Skelton Primary School.

### **Job Details**

All posts at Skelton Primary School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Headteacher as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

**Hannah Smithson**  
Head of School



<b>Job Title</b>		<b>Job Category</b>	
<b>Grade &amp; Salary Range</b>		<b>Hours of Work</b>	
<b>Location</b>		<b>Travel Required</b>	
<b>Position Type</b>		<b>Line Manager</b>	
<b>Date Posted</b>		<b>Posting Expires</b>	
<b>Interviews to be held</b>		<b>Start Date</b>	

**Application Process**

Please complete an application form and submit a covering letter of no more than two sides of A4.

All candidates are advised to refer to the job description and person specification before making an application. Interviews will be held as soon as possible after the closing date.

***Completed Applications are to be returned to***

<b>Name</b>	
<b>Email Address</b>	
<b>Postal Address</b>	

Hope Learning Trust York 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 an enhanced DBS check, medical clearance, satisfactory references and eligibility to work in the UK checks.

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via [recruitment@hlt.academy](mailto:recruitment@hlt.academy)

# Job Description

**Job Title: Classroom Teacher**

**Line Manager: Head Teacher**

**Supervisory Responsibilities: Allocated Class**

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The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document and the Teacher Standards.

**Job Purpose:**

To implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for all pupils.

- a. To facilitate, support and monitor the overall progress and development of the children.
- b. To foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential.

**Duties and Responsibilities**

**Key Responsibility - Generic Teachers**

- a. You are to carry out the duties of a school as set out in the Pay and Conditions Documents and subject to any amendment due to Government Legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers.
- b. To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
- c. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values.
- d. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- e. All staff will take an active role in the School Self Evaluation process.
- f. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

**Duties as Class Teacher**

**Planning**

- a. To plan and prepare work for the children in accordance with the school policies, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.
- b. To involve the Teaching Assistants in planning, and preparation where appropriate.

**Recording and Reporting**

- a. Assess pupils' work through observation and adult directed tasks, record their development, progress and attainment.
- b. To provide, or contribute to oral and written assessments and reports both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the EYFS Curriculum and/or the National Curriculum.
- c. Prepare Annual Review reports to fulfil statutory requirements, participate in review meetings, and lead these meetings if appropriate.

**Review**

- a. To evaluate and review own teaching methods, materials and schemes of work and to make changes as appropriate.

**Professional Development**

- a. To keep up to date with current educational thinking and practice both by study and by attendance at courses, workshops and meetings and to participate in national or local arrangements for appraisal of staff performance.

**Policy Review**

- a. To take part in whole-school reviews of policy and aims and in the revision of formulation of guidelines.
- b. To help ensure that subject matter and learning resources reflect LA and school policies on race and gender equality and that the implications of these policies are borne in mind in relation to all tasks and duties listed above.

**Curriculum Responsibility**

- a. To be responsible for a curriculum area, as appropriate.

**Behaviour and Relationships**

- a. To maintain good order, behaviour and respect for others.
- b. To promote understanding of the school's rules and values.
- c. To safeguard health and safety.
- d. To develop relationships with and between children conducive to optimum learning.

**Communication with Parents**

- a. To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

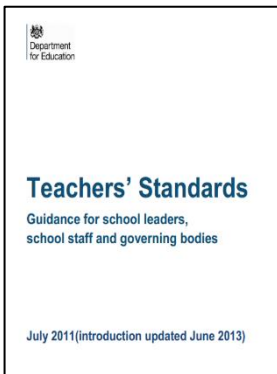
**Displays and Environment**

- a. To maintain a structured and reflective child-centred learning environment, and to contribute to displays.

## Person Specification

Educational Qualifications and Training	
<b>Essential</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• Further/continued professional development</li> </ul>
Experience	
<b>Essential</b>	<p>The class teacher should have</p> <ul style="list-style-type: none"> <li>• Age specific experience</li> <li>• Proven ability as a good/outstanding classroom teacher</li> <li>• Experience of working effectively in a team</li> </ul>
<b>Desirable</b>	<p>In addition, the Class Teacher might also have experience of:</p> <ul style="list-style-type: none"> <li>• Proven record of effective subject leadership (if completed NQT year)</li> <li>• Working in partnership with parents.</li> </ul>
Knowledge and Understanding	
<b>Essential</b>	<p>The Class teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children (eg classroom organisation and learning strategies);</li> <li>• The Development Matters Framework;</li> <li>• The monitoring, assessment, recording and reporting of pupil's progress;</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection;</li> <li>• Effective teaching and learning style</li> </ul>
Skills	
<b>Essential</b>	<ul style="list-style-type: none"> <li>• High expectations of everyone</li> <li>• Commitment to practical learning</li> <li>• Willingness to use variety of teach strategies to engage all learners</li> <li>• Commitment to the personal welfare and safeguarding of children</li> </ul>
Personal Attributes	
<b>Essential</b>	<ul style="list-style-type: none"> <li>• Care and sensitivity in dealing with children</li> <li>• Open minded, self-evaluative and adaptable to changing circumstances and new ideas</li> <li>• Able to enthuse and reflect upon experience</li> <li>• Willingness to be involved in the wider life of the school</li> <li>• Ability to work flexibly</li> <li>• Ability to prioritise</li> <li>• Good interpersonal/communication skills</li> </ul>

## Teaching Responsibilities



### The Teachers' Standards apply to:

1. Trainees working towards QTS;
2. All teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
3. Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

<https://www.gov.uk/government/publications/teachers-standards>

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work.

### PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge learners and students
- Promote good progress and outcomes by learners and students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all learners and students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

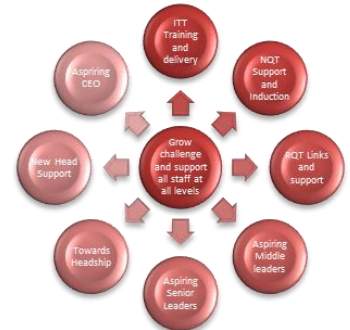
- Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside school, by:
  - Treating learners and students with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position
  - Having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
  - Showing tolerance of and respect for the rights of others
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - Ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Benefits of working at HOPE

### Continuing Professional Development (CPD)

Hope Learning Trust, York is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From NQT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the Hope team to succeed, develop and aspire to the next challenge.



### Pension Scheme

As an employee of HOPE MAT you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) HOPE MAT also pays into the scheme on your behalf.

For more information please visit: [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) [www.nypf.org.uk](http://www.nypf.org.uk)

### Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit [www.cyclescheme.co.uk](http://www.cyclescheme.co.uk)



### The Hope Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.