



Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*



St. Peter's  
CE Primary Academy

## KS2 Teacher



Recruitment Pack



# Welcome to the Diocese of Salisbury Academy Trust (DSAT)

**and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.**

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-four academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at [www.dsat.org.uk](http://www.dsat.org.uk). We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

## **This recruitment pack includes:**

### **Our School**

Brief outline of who we are and what we do

### **Job Advert and How to Apply**

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

### **Job Description and Person Specification**

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

### **DSAT Vision and Values**

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

### **Equal Opportunities Monitoring Form**

We are committed to equality in the workplace and supporting the development of all our employees.

### **Privacy Notice**

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.



# St. Peter's CE Primary Academy

Dear Applicant,

Thank you for showing an interest in the post advertised at St. Peter's CE Primary Academy. Should you decide to apply for a position, you will be joining our new school at an incredibly exciting time. The school has been open for 4 years and, despite spending some of our life in lockdown, we have established a solid foundation on which to build a truly excellent school. I am incredibly excited at the prospect of appointing new team members with the drive, ambition and skills to help create the outstanding school which our wonderful learning community rightly deserves.

St. Peter's currently has 11 classes from Year R to 6. Our pupil numbers have leapt from 69 when we opened in September 2018 to our current total of 270. Ultimately, the school will accommodate 315 pupils with planned building works growing this capacity to 420.

The initial role will be teaching a lower KS2 class for the remainder of the academic year, at which point we are open to discussions about preferred year groups. Likewise, we are open to discussions around leadership. At St. Peter's, if you are confident and accomplished in the classroom and passionate about school improvement, we will support you to grow as a middle/senior leader. Indeed, our current Assistant Headteacher joined the team back in 2018 as an ECT, and one of our math's leaders took on this role during her second ECT year.

We look forward to welcoming you to St. Peter's and would highly recommend visiting our website and finding out more. Here you'll find plenty of content, including a [video for prospective parents and colleagues](#).

With very best wishes,

Ollie Martindale Headteacher





# St. Peter's CE Primary Academy

## Our School

Located to the west of Salisbury, the heart of a vibrant new community, St. Peter's CE Primary Academy is set in extensive grounds overlooking the Wiltshire countryside. The building has state of the art facilities including a multi-use hall, extensive sports facilities inside and out, a multi-functional studio, food-technology room and a purpose-built nursery setting. St Peter's is a welcoming and stimulating environment which enables all children to thrive. We have developed an active, exciting and fast-paced curriculum which stimulates, engages and stretches all children whilst engendering them with a lifelong love of learning. Through personalised learning and sky-high expectations, all children are able to flourish and experience success. We are a strong, caring and supportive school community where children are encouraged to be reflective and proactive learners.

## Vision and Values

To equip children with a love of learning and passion to succeed by making education memorable, cutting-edge and challenging. Children will leave St. Peter's as experts in their own learning and endowed with a rich tapestry of core skills and competencies to allow them to achieve anything. Ask our children, what it means to come to St. Peter's, and they will tell you: we **Strive Beyond; Defy Limits.**

In addition to the Christian ethos, values and vision of our school, we place the following at the core of our school.

**Aspiration      Respect      Wisdom      Community**

## Curriculum Drivers

In addition to our core values, our curriculum is built on following key drivers:

**Meta-cognition      Enquiry      Ethics      Oracy      Diversity**

These five drivers combine to give children an immersive and active learning experience. Our pupils leave St. Peter's with a solid understanding of how they learn best, an appreciation of the wider world, and the motivation to leave it in a better place than they found it. We encourage potential candidates to view the curriculum section of our website to find out more, and see these drivers in action.



# Job Advert

<b>Job Title</b>	KS2 Classroom Teacher
<b>Academy Name</b>	St. Peter's CE Primary Academy
<b>Location</b>	Xanten Way, Salisbury, SP2 9FL
<b>Contract Type</b>	Permanent 1.0 FTE
<b>Salary</b>	MPR/UPR depending on experience
<b>Pension</b>	Teachers' Pension Scheme
<b>Contact</b>	St Peter's CE Primary Academy school office office@stpeters.dsat.org.uk
<b>Closing Date</b>	Thursday 26 <sup>th</sup> January 2023 at 9.00am
<b>Interview Date</b>	Monday 30 <sup>th</sup> January 2023
<b>Start Date</b>	17 <sup>th</sup> April 2023

***Are you eager to work within a vibrant and forward-looking centre for learning?***

***Are you looking to grow within an aspirational and supportive staff team?***

If the above resonates with you, an exciting opportunity has arisen in Salisbury for you to be part of the successful team shaping its vision for education at our school, St. Peter's CE Primary Academy.

Located to the west of Salisbury, the heart of a vibrant new community, St. Peter's is set in extensive grounds overlooking the Wiltshire countryside. The building has state of the art facilities including a multi-use hall, Forest School, Multi-Use-Games-Area (MUGA), food-technology room and a purpose-built nursery setting.

St Peter's is a welcoming and stimulating environment which enables all children to thrive. We have developed an active, exciting and fast-paced curriculum which stimulates, engages and stretches all children whilst engendering them with a lifelong love of learning. Through personalised learning and sky-high expectations, all children are able to flourish and experience success. We are a strong, caring and supportive school community where children are encouraged to be reflective and proactive learners.

Teachers at St. Peter's receive the following benefits:

- additional, non-contact time above and beyond any designated PPA/ECT time;
- opportunities for joint PPA with colleagues from their phase;
- high levels of staff satisfaction and staff retention;
- access to private health and wellbeing services;
- considered marking and feedback policy created in collaboration with teachers;
- wonderful parents who are keen to be involved
- exceptionally well-behaved children: "Children at St. Peter's demonstrate high standards of behaviour, learning resilience and care for each other," Academy Improvement Team, November 2022.

The successful applicants will need to:

- lead, inspire and motivate children and staff alike
- have excellent classroom practice and high expectations of their colleagues
- have a strong desire to improve their own practice further and contribute to wider school standards
- be willing to embrace, support and develop the Christian ethos of our school
- be a team player

We strongly encourage you to take a look at our website: [www.stpeters.dsat.org.uk](http://www.stpeters.dsat.org.uk) and that of the Trust: [www.dsat.org.uk](http://www.dsat.org.uk) to get a feel for us.

## How to Apply

For further information, please contact Wendy Dodds at [office@stpeters.dsat.org.uk](mailto:office@stpeters.dsat.org.uk) or by phoning 01722 448445. Our Headteacher Ollie Martindale looks forward to receiving your applications and is happy to discuss the role further on the phone or via Microsoft Teams. Again, get in touch with the office to arrange a chat.

When you have enough information to make your decision to apply, please complete all sections of the application form. Application forms are available on the school website [www.stpeters.dsat.org.uk](http://www.stpeters.dsat.org.uk) and should be forwarded to [office@stpeters.dsat.org.uk](mailto:office@stpeters.dsat.org.uk). Please note that we are unable to accept CVs.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interview.

St. Peter's CE Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.





## Job Description

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

**Job Title:** Teacher

**Grade:** MPR/UPR

**Reports To:** Headteacher

### Main Duties:

#### 1. Planning, Teaching and Class Management

- To teach allocated pupils by planning their teaching to achieve progression of learning through:
  - 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;
  - providing clear structures for lessons maintaining pace, motivation and challenge;
  - making effective use of assessment and ensure coverage of programmes of study;
  - ensuring effective teaching and best use of available time;
  - monitoring and intervening to ensure sound learning and discipline;
  - working in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;
  - putting the needs of the school's pupils first and actively promote and enthusiasm to learn;
  - actively promoting environmental sustainability.
- To 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, ICT and other sources;
  - ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
  - evaluate their own teaching critically to improve effectiveness.
- To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum.
- To take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies, and particularly the foundations for literacy and numeracy.
- To encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- To use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- To manage parents and other adults in the classroom.

#### 2. Monitoring, Assessment, Recording, Reporting

To:

- 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.

3. **Other Professional Requirements**

To:

- have attained the National Standards for Qualified Teacher Status;
- enhance and update their teaching skills through continuing professional development;
- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- 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;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time be determined.

4. **To fully comply with the Trust's safeguarding policy.**

5. This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

## Person Specification

Key criteria	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Have qualified teacher status</li> <li>• Proven experience of teaching in the appropriate Key Stage either in training or work</li> <li>• Use of ICT to support teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in other Key Stages</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• A secure knowledge of learning required in a Key Stage</li> <li>• A secure knowledge and understanding of the teaching of reading and phonics (especially for EYFS and KS1 roles)</li> <li>• Ability to plan and deliver stimulating lessons.</li> <li>• Have an understanding of how to use assessment for learning</li> <li>• Be able to keep detailed records and monitor children's progress</li> <li>• Be able to use a variety of behaviour management strategies</li> <li>• Have an understanding of SEND</li> <li>• Keep up to date with current initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent and relevant professional development.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Be an excellent teacher.</li> <li>• Ability to differentiate for individuals.</li> <li>• Have an understanding of learning styles and child development.</li> <li>• Be able to work as part of a team.</li> <li>• Have the ability to lead a curriculum subject – a particular subject may be specified within the recruitment process.</li> </ul>	<ul style="list-style-type: none"> <li>• Use data to inform school target setting.</li> <li>• Experience of leading a curriculum area in school.</li> </ul>
<b>Working with others</b>	<ul style="list-style-type: none"> <li>• Be able to build positive relationships with children and adults.</li> <li>• Be a role model to staff, children and the community.</li> <li>• Liaise with and report to parents, governors and outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Show experience of working alongside others.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Organised</li> <li>• Flexible</li> <li>• Enthusiastic</li> <li>• Committed</li> <li>• Self-motivated</li> <li>• Excellent communication and interpersonal skills</li> <li>• Show initiative</li> <li>• Resilient</li> <li>• Be reflective on own practice</li> <li>• Have a desire to engage in own professional development</li> <li>• Good sense of humour!</li> </ul>	



# Diocese of Salisbury

## Academy Trust

### *'Beyond expectations for all of God's children'*

Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

### **Children and young people at the heart of all we do**

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

### **Faithfulness to our Christian tradition**

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

### **Striving for excellence**

We love learning and are passionate about the high standards we can achieve in all aspects of life.

### **Collaboration**

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

### **Celebrating success**

We celebrate the achievements of every individual and share our successes widely.



*'I can do everything through Christ, who gives me strength'*



# Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the Regional Director and local authorities for the good of our academies.



The **Salisbury Diocesan Board of Education (SDBE)**, formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to [www.dsat.org.uk/welcome](http://www.dsat.org.uk/welcome).