

**Teacher –**

**Recruitment Pack**

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**The Staffordshire Schools Multi Academy Trust**

The Staffordshire Schools Multi Academy Trust was formed in August 2015 and currently comprises of four small rural primary schools, The Richard Crosse Church of England Primary School, based in the village of Kings Bromley, The St. Mary’s Church of England Primary School, based in the village of Colton, Anson Church of England Primary School, based in the village of Great Haywood, and The Howard Primary School, based in the village of Elford. All of the schools within the Trust are rated as either ‘Good’ or ‘Outstanding’ by Ofsted.

We are a dynamic and exciting Multi Academy Trust with a passion for making a difference and improving outcomes and achievements for every child. We have a skilled team of highly committed professional teachers and leaders who work hard and have a strong belief in school to school support and collaboration.

The Trusts’ Governance comprises of three layers;

The Board of Members

The Board of Directors

The Local Advisory Group

The day to day management of the Trust is overseen by the Chief Executive Officer, Mr Paul Lovern.

The Trust allows the schools within it to provide real support to each other and share best practice whilst maintaining their own unique identities. Encouraging collaboration and a commitment to developing shared systems, moderation and school to school support, the Trust ensures a culture of continuing professional development and better outcomes for children.

As an inclusive employer all staff are encouraged to be members of the Pension Scheme. Staff have access to a varied and high quality CPD package, an external medical support service, childcare voucher scheme and home access to the most up to date Microsoft programmes.

There is strong back office support for Premises, Finance, HR, Facilities and Health & Safety from the Central Trust Administrative Team, which enables Heads of Schools to focus on teaching and learning and the day to day running of their school.

Working within a Multi Academy Trust provides excellent career progression opportunities and staff often have the opportunity to work within more than one of our schools during their employment.

 



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| **Post Title:** | Class Teacher  |
| **Salary:** | MS1-6 |
| **Reporting to:** | Headteacher |
| **Job Summary:** | 1. The provision of high quality, learning experience and support for pupils within timetabled provision.
2. The safeguarding, support and guidance of a designated group of pupils.
 |
| **Safeguarding Disclosure level:** | Enhanced DBS and Teachers Prohibition Clearance  |
| **Expectations:** | All teachers within the Multi Academy Trust are expected to:* Actively embrace the MAT’s vision and values.
* Value and accept every pupil as an individual.
* Be committed to safeguarding and promoting the welfare of children and young people.
* Encourage and support every pupil to realise their personal potential through active use of the MAT’s rewards systems.
* To work collaboratively to support pupils and colleagues.
* Encourage our pupils to think and learn independently.
* Celebrate the achievements of all of our pupils.
* Provide a pupil friendly learning environment.
* Offer a wide range of experiences both within and beyond the school environment and hours of schooling.
* Lay the foundations for ‘life long learning’.
* Strive for academic excellence.
* Respect and value our partnership with parents and the community.
* Regularly assess, monitor, review and report upon pupil progress.
* Set and work towards targets.
* Aim to consistently improve as teachers, leaders and managers through
* Continuing Professional Development (CPD).
* Work with external agencies to enhance the provisions for our pupils.
* To use technology to actively improve teaching and learning.
* Prepare pupils for their responsibilities as active citizens.
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| **Job Purpose:** | In addition to teaching: * To work within/alongside a team or teams of teachers to teach a specified curriculum to a designated group of pupils.
* To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils.
* To monitor and support the overall progress and development of pupils as a class teacher.
* To facilitate and encourage a high quality learning experience which provides pupils with the opportunity to achieve their personal best.
* To contribute to raising standards of pupil attainment.
* To share and support the school’s responsibility to provide and monitor pupil opportunities for personal and academic growth.
* To support the Senior Leadership Team in maintaining and developing the Christian ethos of the faith schools within the MAT.
* To promote and uphold the reputation of the schools within the MAT.
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| **Work Time:** | Full Time |
| **Operational/Strategic Planning** | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum.
* To contribute to the development of the curriculum and school improvement and their implementation.
* To plan, prepare, teach, assess and evaluate lessons.
* To contribute to the whole school’s planning activities.
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| **Curriculum Provision** | * To assist the designated staff to ensure that the curriculum provides a range of teaching which complements the school’s strategic objectives.
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| **Curriculum Development** | * To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils and statutory curriculum expectations including assessment as well as school’s Mission and Strategic Objectives.
 |
| **Staffing****Staff Development****Recruitment/deployment of staff** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development as well as staff meetings.
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Performance Management Review process.
* To ensure the effective/efficient deployment of teaching assistant and volunteer support where appropriate.
* To work as a member of the teaching team and to contribute positively to effective working relations within the school.
 |
| **Quality Assurance** | * To help to implement school quality procedures.
* To contribute to the process of monitoring and evaluation in line with agreed procedures, including evaluation against quality standards and performance criteria. To seek and implement modification and improvement where required.
* To review from time to time methods of teaching and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pupil guidance/support functions of the school.
 |
| **Management Information** | * To maintain appropriate records and to provide relevant accurate and up-to-date information for whole school data and reports.
* To complete the relevant documentation to assist in the tracking of pupils.
* To track pupil progress and use relevant data to inform teaching and learning.
 |
| **Communications** | * To write reports on pupil progress to parents in accordance with school policy and practice
* To communicate effectively with the parents of pupils at parents evenings and as appropriate.
* Where appropriate, to communicate and co-operate with persons or bodies outside the school.
* To follow agreed policies for communications in the school.
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| **Marketing and Liaison** | * To take part in marketing and liaison activities such as open evenings, parents evenings, curriculum evenings and community events.
* To contribute to the development of effective subject links with external agencies if appropriate.
* To attend celebratory events associated with pupils personally taught.
 |
| **Management of Resources** | * To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the designated person to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and the pupils.
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| **Pupil Support and Progress** | * To be responsible for an assigned group of pupils.
* To promote the general progress and well-being of individual pupils and of the class as a whole.
* To assist with the implementation of the school’s guidance and support system.
* To register pupils, accompany them to assemblies, encourage their full attendance and their participation in other aspects of school life.
* To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required.
* To contribute to the preparation of action plans and progress files and other reports as appropriate.
* To safeguard and promote the well-being of individual pupils by being aware of the child protection procedure, alerting the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
* To communicate as appropriate with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff.
* To contribute to citizenship and enterprise according to school policy.
* To apply the behaviour management systems and policies so that effective learning can take place.
 |
| **Teaching and Learning**  | * To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
* To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
* To undertake a designated programme of teaching.
* To ensure a high quality learning experience for pupils which meets internal and external quality standards.
* To prepare and update teaching materials.
* To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the programme.
* To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required.
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**Other Specific Duties**

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| * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
* To support the school in meeting its legal requirements for worship/assembly.
* To promote actively the MAT’s corporate policies.
* To comply with the school’s Health and Safety policy and contribute to the development, review and implementation of risk assessments as appropriate.
* To comply with the Trust’s Data Protection policies and take appropriate safeguarding measures around data.
* To undertake any other duty as specified by the current School Teachers Pay and Conditions Document not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. |

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| **ALL STAFF:*** Will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* Are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
* Can expect the MAT to endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
* Can expect the MAT to support the post holder in career progression and to develop associated competencies.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. |



**Person Specification for Teacher**

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. The words ‘Essential’ and ‘Desirable’ in the “Rank” column refer to the importance we will give your answers when we read your applications. Where a criterion is marked as ‘Desirable’, meeting the requirement would be an advantage; however some aspects may be learnt during the induction or by further training. Not meeting these requirements should not deter your application.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the “Selection Process”, this may involve written exercises, group discussions, presentations, interview etc.

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| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** |
| FAITH COMMITMENT | * An understanding of the distinctive nature of the faith schools within the Multi Academy Trust.
* The ability to maintain and develop the Christian ethos of the faith schools.
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| QUALIFICATIONS/TRAINING | * Qualified teacher status
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| KNOWLEDGE ANDEXPERIENCE | * Experience of teaching in primary education
* Knowledge of SEN code of practice, inclusion and equal opportunities requirements
* Knowledge of health and safety policies and procedures
* Knowledge of data protection policies and procedures
* An secure knowledge and understanding of safeguarding practices
* Be prepared to teach across all Key Stages
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| TEACHING AND LEARNING | * A secure understanding of the requirements of the National Curriculum and Early Years development
* Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils
* A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning
* Successful experience in creating an effective learning environment
* Successful practice relating to effective behaviour management strategies
 | * A secure understanding of the requirements of the Curriculum Directory for Religious Education
* Experience in teaching RE in a faith school
* Be prepared to lead extra- curricular activities
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| SKILLS AND ATTRIBUTES | * High quality teaching skills
* High expectations of pupils’ learning and attainment
* Strong commitment to school improvement and raising achievement for all
* Ability to build and maintain good relationships with pupils, parents, colleagues and the wider community
* Positive and enthusiastic attitude
* Ability to organise work, prioritise tasks and manage time effectively
* Empathy with children
* Good communication skills
* Excellent ICT skills
* Good interpersonal skills and ability to work as part of a team
* Stamina and resilience
* Flexibility
* Confidence
 | * Potential for learning new skills and the ability to implement new initiatives and ideas
* Ability to communicate effectively to a range of audiences (professional agencies, parents and governors)
* Ability to motivate and inspire others
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| REFERENCES | * Positive recommendation in professional references without reservation
* Satisfactory health and attendance record
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**Application Guidance**

* You must complete the application form and any associated forms in order to apply for this vacancy. CV’s will not be accepted.
* There is opportunity within the application to provide evidence of your experiences, skills and qualifications as related to the person specification and job description. You may provide further details on additional sheets if required.
* Please ensure all gaps in employment and education history are fully explained on your application form. We may wish to verify this information during the recruitment process.
* Make sure you return your application form by the closing date
* Application forms (and any other documents requested) should be returned via email to recruitment@tssmat.staffs.sch.uk or via post for the attention of Jacqui Bowman at The Staffordshire Schools Multi Academy Trust, Crawley Lane, Kings Bromley, Burton on Trent, Staffordshire DE13 7JE.
* No applications will be accepted once the closing date has passed.
* After the closing date the applications will be passed onto the Chief Executive Officer for short listing.
* Please keep free any interview dates given; it is not normally possible to re-arrange these dates.
* We welcome applications from all sections of the community and will be pleased to help meet any requirements arising as part of the recruitment process.
* You will be asked to sign a copy of your electronically submitted application form at interview.

**References**

As this post forms part of the Children’s Workforce, references will be taken up before interview.

To help us get a quick response, please ensure that you provide us with referees who are contactable and available. If possible please provide e-mail addresses for your referees and advise them that they will be asked to provide a reference for you if you are shortlisted for the post. When providing details please ensure that one relates, if applicable, to your present job, or most recent employer and where possible, you must provide one referee who can comment on your previous work with children. If you have recently left full-time education, please ensure you include a Head Teacher/ College/ University Principal (or their representative) as one of your references.

Please state in what capacity the two referees are acting, e.g. current employer. **Please note that references from relatives or friends are not acceptable.**

**Equal Opportunities**

We recognise the importance of promoting equality of opportunity across all service provision as well as in the employment of our staff. We aim to promote equality of opportunity for all with the right mix of talent, skills and potential and we welcome applications from a diverse range of candidates.

**Data Protection Act**

The Data Protection Act 2018 places responsibilities on us to process personal data that we hold in a fair and proper way. The Act came into force in 2018 and regulates the use of personal data, including any data you supply on this application form. The information you give us will be kept confidential and will only be used for the purpose of personnel management. A Privacy Notice will be issued with the recruitment pack, and is also available on our website www.tssmat.staffs.sch.uk

As part of the recruitment process, we may contact other organisations (such as the Disclosure and Barring Service, Job Centre Plus, previous employer(s), education establishments, etc.) to check the factual information you have given on the application form. This information will be only be used in accordance with the Data Protection Act.

If we offer you the position we will use some of the information you give us on the application form in your contract of employment. The information you give on the recruitment monitoring form will only be used to monitor the application of our equal opportunities policy and the effectiveness of our recruitment and advertising strategies.

**Relationship to Members or Employees/Canvassing**

You must tell us in writing if, to your knowledge, you are related to a member of staff, Director or Member of the Trust or any schools within the Trust. There is an opportunity to do this on your application form.

We will not appoint you if you canvass any of the above directly or indirectly – this means asking for help to get a job using their position in the School / Trust.

**Proof of Qualification**

You will have to provide proof of relevant qualifications during the selection process.

**Right to Work in the UK**

We must take copies of evidence that you are able to legally work within the UK; the following list details the acceptable documents/ combinations of documents which we must see and copy. Only the successful candidate’s right to work in the UK evidence copies will be retained on file. All unsuccessful candidate copies will be confidentially destroyed following the recruitment process, in accordance with the Data Protection Act.

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| **1** | A **passport** showing the holder, or a person named in the passport as the child of the holder, is a **British citizen or a citizen of the UK and Colonies having the right of abode in the UK.**  |
| **2** | A **passport** or **national identity card** showing the holder, or a person named in the passport as the child of the holder, **is a national of a European Economic Area country or Switzerland.** |
| **3** | A **Registration Certificate** or **Document Certifying Permanent Residence** issued by the Home Office to a **national of a European Economic Area country or Switzerland.** |
| **4** | A **Permanent Residence Card** issued by the Home Office, to the **family member of a national of a European Economic Area country or Switzerland.** |
| **5** | A **current Biometric Immigration Document** **(Biometric Residence Permit)** issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK. |
| **6** | A **current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.** |
| **7** | A **current Immigration Status Document** issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, ***together with*** an **official document** giving theperson’s **permanent National Insurance number** and their **name, issued by a Government agency or a previous employer.** |
| **8** | A **full birth or adoption certificate issued in the UK** which includes the name(s) of at least one of the holder’s parents or adoptive parents, ***together******with*** an **official document** giving the person’s **permanent National Insurance number** and their **name, issued by a Government agency or a previous employer.** |
| **9** | A **birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland**, ***together with*** an **official document** giving the person’s **permanent National Insurance** number and their **name, issued by a Government agency or a previous employer.** |
| **10** | A **certificate of registration** or **naturalisation as a British citizen**, ***together with*** an **official document** giving the person’s **permanent National Insurance number** and their **name, issued by a Government agency or a previous employer.** |
| **11** | A **current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.** |
| **12** | A **current Biometric Immigration Document (Biometric Residence Permit)** issued by the Home Office to the holder which indicates that the **named person can currently stay in the UK and is allowed to do the work in question.** |
| **13** | A **current Residence Card (including an Accession Residence Card or a Derivative Residence Card)** issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence. |
| **14** | A **current Immigration Status Document containing a photograph** issued by the Home Office to the holder **with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question**, ***together******with*** an **official document** giving the person’s **permanent National Insurance number** and their **name, issued by a Government agency or a previous employer**. |
| **15** | A **Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006**, to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment **which is less than 6 months old.**(For the successful candidate the County Council will also request a **Positive Verification Notice** from the Home Office Employer Checking Service.) |
| **16** | An **Application Registration Card** issued by the Home Office stating that the holder is permitted to take the employment in question. (For the successful candidate the County Council will also request a **Positive Verification Notice** from the Home Office Employer Checking Service.) |

Any document/s you provide must be an original and must be provided at the point of interview.

**The Rehabilitation of Offenders Act 1974**

The Rehabilitation of Offenders Act was introduced to make sure that you are not discriminated against when applying for jobs, if you have been convicted of a criminal offence and you have not re-offended for a period of time since the date of your conviction.

The Act allows certain types of convictions to be treated as "spent" after a certain (variable) period of time. You are no longer legally required to disclose to us convictions that have become "spent", unless the post you are applying for is exempted. In the case of more serious crimes, such as where the sentence is more than 5 years imprisonment, the conviction can never become "spent" and must always be taken into account.

Exceptions Orders exist to protect vulnerable client groups such as children, young people, and the elderly, sick or disabled. In such cases, we are legally entitled to ask you for details of all convictions, even if they are "spent" or "unspent" under the Rehabilitation of Offenders Act. All details of convictions will be disclosed by the Disclosure and Barring Service for the preferred candidate.

Cautions, reprimands and final warnings are not criminal convictions and are not covered by the Rehabilitation of Offenders Act. They become "spent" immediately and we may only consider them when appointing to exempted posts.

All applicants who are offered employment to a post are subject to a criminal record check from the Disclosure and Barring Service (DBS check) before the appointment is confirmed and will have to provide details of cautions, reprimands or final warnings, as well as convictions.

Having an “unspent” conviction will not necessarily bar you from employment. This will depend on the circumstances and background to your offence(s).

For all other criminal convictions you will only need to disclose any convictions that are not 'spent'. A conviction is regarded as spent if you have served a 'rehabilitation period'. These periods vary according to the sentence received as follows:

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|  | **Rehabilitation Periods (spent after)** |
| **Sentence** | **Age 18 or over when convicted** | **Under 18 when****convicted** |
| Prison and Young Offender Institution - sentence of 6 months or less | 7 years | 3 years |
| Prison and Young Offender Institution - sentence of more than 6 months - 2 years | 10 years | 5 years |
| Fines, compensation order, probation (for people convicted on or after 3 Feb 1995), community service, combination order, action plan, curfew order, drug treatment, reparation order | 5 years | 2 years |
| Borstal (abolished 1983) | 7 years | 7 years |
| Detention centres (abolished 1988) | 3 years | 3 years |
| Absolute discharge | 6 months | 6 months |
| Sentences for which the rehabilitation period varies: |
| **Probation order (for people convicted prior to 3 Feb 1995), conditional discharge, bind over, supervision order, care order** | **Until the order expires (minimum period of 1year)** |
| **Attendance centre orders** | **Length of the order plus 1 year** |
| **Hospital order** | **2 years after the order expires** **(with a Minimum of 5 years from the date of conviction)** |
| **Suspended sentences are treated the same as for the full sentence** |
| **Consecutive and Concurrent sentences** An offender may be sentenced at one time for several offences. If the court decides that imprisonment is the right penalty for more than one offence, it can order this to run concurrently or consecutively. If a person is sentenced to two terms of imprisonment of six months each, to run concurrently, the person will be subject to a rehabilitation period of 7 years. If they were ordered to run consecutively, they would be subject to a rehabilitation period of ten years. |
| **Extension of Rehabilitation periods** Rehabilitation periods may be extended if a person receives further convictions while an original rehabilitation period is still running. If the second conviction is for a summary offence, i.e. an offence that can be tried only in a magistrates’ court, then the first rehabilitation period is not affected and both rehabilitation periods will run their separate course. If however, the second conviction is more serious and could be tried in crown court, then neither conviction will become spent until the longer rehabilitation period has expired. Where the original sentence resulted in a disqualification, prohibition or other penalty, the rehabilitation period will not be affected if the person is convicted of a further offence. |

**Safer Recruitment Checks**

We are required to ensure that the confidentiality and safety of our service users is protected and we therefore undertake the most stringent vetting of all our staff. This includes, Disclosure and Barring Service check (DBS), referencing, scrutiny of previous employment history and checks against our client and employee records along with the Childcare Disqualification Declaration. For teachers, a Teachers Prohibition Check will also be completed. A trace against these does not mean that applicants are unsuitable for employment. It does, however, allow us to explore and address any potential conflicts of interest and also assesses suitability for employment. Signing your application form indicates your consent for such checks to be undertaken.

**If you require any of the documents contained within the pack in an alternative format please contact us.**