



VALLEY PARK
Primary and Nursery School

Recruitment Pack



KS2 Teacher

Main Pay Scale

Sept 2021



Part of the
Mercia Learning Trust



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Valley Park Primary and Nursery School

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<http://valleypark.ovw5.devwebsite.co.uk/> ?

Headteacher: Lauren Johnstone

Chair of Governors: Dawn Bogunovic

Headteacher Welcome

Thank you for your interest in joining Valley Park Community Nursery and Primary School. This is an excellent opportunity to join a great school and to play a key role in shaping the provision of education for our children.

At Valley Park Primary and Nursery School we care about success and about each other. We have high expectations inside the classroom and outside the classroom in all that we do. As a community school, we take our role seriously in providing the best quality care and education for children from age 2 to 11.

We focus on the important things that children need. We do not focus solely on outcomes and test results, but on giving children the right attitudes and knowledge for a successful life. To demonstrate this, we have our "4 Is" which we want all children to become: intelligent talkers, insatiable readers, impeccably behaved and inclusive citizens. Everything we do should focus on these.

Many of our children need the care and attention of our school to be like a family. So, we have our family values which are:

RESPECT: resilience, empathy, self-respect, punctuality, enthusiasm, character and talk.

All of us need to show these values at all times, our staff, children and community. This means we develop in our knowledge and our behaviour.

Our staff team are central to our success. They drive and accelerate the provision we offer to our community and we want the very best people to join us. We have a very strong staff team who are all focused on our children, making sure that every day is the best it can be for all of them.

If you feel you have the skills, drive and ambition to help support our aims, then please do read on.

Mrs Lauren Johnstone
Headteacher

Our School

Valley Park Community Primary School is a 2-11 school in South Sheffield. It is a much larger than the average primary school and also has a nursery offering flexible hours of attendance. Our current roll is around 460. The school's catchment area is predominantly Gleadless Valley.

The proportion of disadvantaged pupils is above the national average and the proportion of pupils who have SEN and/or disabilities is above the national average.

The school meets the government's current floor standards, which set the minimum expectations for pupils' achievement by the end of Key Stage 2.

Strategic Plan Overview - The Strategic Plan of Valley Park Primary School has been set by the Governing Body in order to provide clarity of vision, ethos and strategic direction for the school. It aligns with the mission and principles of the Mercia Learning Trust of which we are a part, and also with the other schools within the trust.

Our Vision - At Valley Park our vision is to be an outstanding school that provides the highest possible quality of education and personal development for our children. We want all children to leave us well prepared for the next stage of their learning journey, and developed as responsible, resilient, well-rounded citizens.

Values/Ethos - We are passionate about helping our children to become confident, resourceful, resilient, tolerant and well educated members of our society. We promote high expectations - of staff and pupils. We are committed to recruiting, developing and retaining impressive staff, and helping them secure a healthy work-life balance. We want every child to attend school regularly in order to benefit from the excellent learning environment and passionate teachers so that individual needs are met. We recognise that some of our children need extra support to achieve their potential and we are committed to making sure that is in place. We want parents and carers to support us in our mission to build a love of reading, an understanding of the world we live in and respect for others in school and in the wider community so that our pupils can lead a successful and fulfilled future.

Our Aims - We aim, through constantly seeking the highest quality of education, best behaviour and personal development, to help our children to:

- realise their academic potential and to be equipped to be successful in the next stage of their school career
- be socially mature; demonstrating a high degree of emotional intelligence, empathy, understanding, tolerance and engagement with society, upholding fundamental British values
- possess effective life-long skills: resilience, resourcefulness and respect
- develop appreciation and a love of learning

Strategic Direction - With constant reference to the school's view and aims, the Governing Body works in partnership with the school staff and the Mercia Learning Trust to enable the implementation of the

Ofsted
Said

'Leaders, including governors and trustees, show an admirable passion for serving their community. They are determined to give pupils the best life chances possible.'

strategic plan. In practice this is achieved through monitoring the School Improvement Plan (which set the actions for improvement for the current academic year and beyond), the Self Evaluation Framework, governors visiting school, speaking to staff, pupils and parents/carers and through a range of other sources of evidence. The Governing Body will integrate and engage with the whole school community to enable the school to flourish by focussing on the strategic aims and by supporting staff with the execution of the strategic vision.

Our vision underpins all our work with children and is supported by these values, all of which centre on RESPECT:



Our Curriculum

Our curriculum is an exceptional offer that provides children with the knowledge and skills they need to feel empowered and move confidently and successfully onto their next stage in learning.

We have ensured that our curriculum is underpinned by the best evidence about how pupils learn. The units of learning are intelligently sequenced to ensure that key knowledge is retained and developed over time and we have sought to develop a suite of resources that gives teachers all they need to deliver truly powerful lessons.

We have organised our curriculum around four cycles across the year. Each cycle is 'driven' by either a Historical or Geographical 'knowledge of the world'. These cycles are tightly woven around the nine protected characteristics based on the 2010 Equalities Act. We focus in particular on gender, ethnicity and faith or belief because we know that many of our children are not exposed to knowledge or role or role-models in these areas. These are: gender and strong female pioneers in history, faith or belief including knowledge of the major religions and philosophy and ethnicity including the history of the Civil Rights Movement and the historical timeline of the slave trade.

Our children listen well and are curious to know more about the world around them. They can make very good progress and this is down to the strong relationships they build with the adults in school.

Through significant Trust investment, we have now managed to build and staff three support rooms in school. We have a Nurture provision, a Play and Filial Therapy room and classroom which supports children with EHC plans. Nurture is run by two Nurture Accredited UK trained Higher Level Teaching Assistants. Play Therapy is used as a way of helping children express their feelings and deal with difficult life experiences, including developmental trauma. Filial Therapy is used to help parents (birth, adoptive, special guardians and foster carers) to be the therapeutic agents of change for their children. Knowledge for Life supports children with EHC Plans with life skills they need to be successful, alongside appropriate academic knowledge. This means these children can feel both successful and that they belong, something we are passionate that all pupils have a right to.

**Ofsted
Said**

'Teaching of phonics is good. Consequently, pupils in key stage 1 are proficient in using phonic skills to advance their reading'



**Ofsted
Said**

'Adults in school have secure and positive relationships with pupils. As a result, pupils are courteous and confident to share their views'.



Our Pupils

"From tiny seeds, mighty trees grow."

Our pupils enjoy opportunities to become intelligent talkers, insatiable readers, impeccably behaved pupils and inclusive citizens.

Pupils regularly talk to each other and their adults. They learn the vocabulary and knowledge they need to this. They then practice this in outcomes such as podcasts or parent presentations. This enables them to not just be confident but also articulate.

Pupils read often. We have an expert librarian who recommends them books which they change each week. They are also read to each day, without exception. This enables them to develop a love of books.

Through a clear and consistent behaviour policy, children are encouraged to behave well. They are respectful of adults and are enthusiastic for their learning.

As mentioned, our curriculum makes direct links to the Equality Act. As a result, pupils are well-informed about tolerance and treating all members of our society equally. They learn about all the world religions and about key influencers who changed the world for many more people.

Our Staff

There are currently 70 staff in school. Both teaching and support staff are dedicated and committed to supporting high quality learning outcomes for all.

In addition to the Headteacher, the Senior Leadership Team has three Deputy Headteachers and two Assistant Headteachers.

What can we offer you?

- A fantastically inclusive school with dedicated staff, including Specialist Leaders of Education and a National Leader of Education working across the trust
- A trust curriculum framework and assessment, based on research and the knowledge of our pupils
- A dedicated team who are exceptionally skilled at delivering the best teaching and learning approaches to staff and children
- Fantastic children who are courteous, polite and always ready for learning!

Our Facilities

Our school building is a single storey building easily accessible to all. Our school has extensive outdoor areas including a large playing field, mini football pitch and we are currently developing a woodland area as part of Forest Schools. There is a small-enclosed area for 2FEL and our nursery has its own outdoor play area that includes a grassed area, a sandpit and its very own Fort providing many learning opportunities for our nursery children.



Each of our classrooms have interactive whiteboards used to enhance learning. Our wonderful library is well used by our pupils and celebrates our absolute passion for reading. Two halls provide ample space for sports activities, assemblies and after school clubs to take place.

School Organisation

The school has two classes in every year group from Reception to Year 6, each taught by a qualified teacher and supported by an experienced and highly capable team of Teaching Assistants and Higher Level Teaching Assistants. A team of teaching assistants with a particular focus on SEND offer more specialist support for children, alongside high quality teaching by the class teacher.

We promote positive relationships between all in school, and see this as the heart of our positive behaviour system. We acknowledge positive attitudes to learning, the school community, attendance and academic progress using our 'Diamond Dojo' system. Staff work together with parents to ensure that all pupils achieve the very best that they can; staff are well supported with any particular issues or concerns.

Governors and parents play an active role within the school. Our families are supportive of the school. The school's reputation is growing rapidly within the community and beyond and this is reflected in the number of families applying for entry to the school.

THE MERCIA LEARNING TRUST

The Mercia Learning Trust is a highly successful partnership of 3 primary and 3 secondary schools located in the south west of Sheffield. We are proud that overall effectiveness, outcomes and improvement trends are amongst the strongest on any trust in the country.

Our Trust is based on a deep and shared moral purpose. We believe an exceptional education can realise the potential of every pupil, whatever their background, and truly transform lives...

Working as individual schools, and in deep partnership, our singular intention is to ensure every pupil, whatever their background, will attend an exceptional school. We believe pupils should enjoy school, feel safe and fully supported, be inspired to learn, develop character and aspiration, and realise their full potential. We are so committed to pupil success and well-being that we choose to think of every pupil we serve as if they were our own, and to measure our actions and impact against this.

The Trust was originally founded around King Egbert Secondary School. However, very quickly a multi-academy partnership formed with two feeder schools (Nether Edge Primary and Totley Primary). This was followed by further growth with a local secondary (Newfield School) and primary (Valley Park Primary). In 2018 the Trust opened a brand new secondary school (Mercia School) to meet the need for local population expansion. Currently we educate approximately 3600 students from ages 2-18+, although this will increase to around 5000 as our current schools grow in the next few years.

Our Trust has a mature definition of partnership which we call aligned autonomy. We share the same mission, values and moral purpose, have an increasing amount of common best practice (often backed by research), and benefit from our combined resources and reputation. Nevertheless, we understand that schools are unique and are best led by leaders and staff who feel fully accountable and are able to individually innovate in the light of their context. This balance between difference, sharing and commonality is what drives improvement and lies at the heart of our trust.

Alongside our pupils, our staff are our greatest asset. As such we are deeply committed to recruiting, developing, retaining and caring for our exceptionally talented and committed staff teams. This commitment is enshrined in the Mercia Pledge which is designed to ensure our staff get the very best professional experience and support on offer anywhere. The Mercia Learning Alliance sits at the centre of this strategy, alongside that to recruit new teachers into the profession, and support system leadership across the sector.

In a short period, our Trust has achieved a great deal. However, we are ambitious and forward-thinking, and fully committed to maintaining and improving student experience and outcomes, and further improving our trust.

We also believe we are well-placed to engage in careful and sustainable growth in the light of our Trust mission and priorities.

Chris French
CEO



Trust mission, values and belonging...



Moral Purpose

We share the same moral purpose. We believe an exceptional education can realise the potential of every pupil, whatever their background, and truly transform lives... The statement, '**Realising Potential. Transforming Lives**' summarises this commitment.

Mission

Working as individual schools, and in partnership, our singular intention is to ensure every pupil, whatever their background, will attend an exceptional school. We believe pupils should enjoy school, feel safe and fully supported, be inspired to learn, develop character and aspiration, and realise their full potential. We are so committed to pupil success and well-being that we choose to think of every pupil we serve as if they are our own, and to measure our actions and impact against this.

Staff Principles

Six principles, shown in the MERCIA acrostic, underpin everything we do as staff in our trust.

- **Moral Purpose** - We exist to inspire pupils to realise their full potential and to lead happy, healthy and fulfilled lives.
- **Expectations** - We have exceptionally high expectations of everyone and pursue excellence.
- **Relentless focus on learning** - Helping every pupil learn successfully is the most important thing we do. We prioritise our time, energy and resources to ensure our curriculum and the environment for learning is exceptional.
- **Culture** - We demand consistency, kindness, tolerance and respect in all relationships; and that every member of staff goes above and beyond to achieve pupil success.
- **Impressive staff** - We are committed to recruiting, developing and retaining them, and helping them secure a healthy work-life balance.
- **Alignment** - We believe partnership brings profound benefit to each school, and that we are stronger together.

Pupil Values

We want every pupil to realise their potential and to lead a happy, healthy and fulfilled life.

We expect a great deal from every pupil and these expectations are expressed in our six trust values:

- **Ambition** – we expect pupils to want to be the best they can be, to aspire to achieve success at school and in later life.
- **Strength** – we expect pupils to develop strength of character, determination and resilience to overcome the inevitable barriers to success that all people face.
- **Passion** – we expect pupils to become inquisitive and develop a thirst for knowledge and learning.
- **Independence** – we expect pupils to be organised, prepared and to develop personal responsibility.
- **Respect** – we expect pupils to show good manners, kindness, tolerance and exemplary behaviour at all times.
- **Endeavour** – we expect pupils to work hard, to fully engage and enjoy all aspects of school life: and preserve a healthy balance that maintains their wellbeing.

The Mercia Pledge

Alongside our pupils, our staff are our greatest asset. We recognise that our success, and that of every pupil, is inextricably linked to our ability to attract, recruit, develop, retain and care for our staff. Whilst we demand absolute commitment to our moral purpose, mission and staff principles; the Mercia Pledge is our commitment to *all* staff.

Teaching staff can expect:

1. An outstanding primary and secondary Initial Teacher Training offer through the Mercia Learning Alliance
2. High-quality NQT and RQT induction and support
3. Effective annual appraisal and career conversations
4. Support to improve via targeted CPD and movement through a formal CPD career development pathway
5. To be included in strategic succession planning to develop and retain them
6. A commitment to reduce staff workload and increase staff wellbeing

Support staff can expect:

1. High-quality induction into a new role
2. Effective annual appraisal and career conversations
3. Support to improve via targeted CPD
4. To be included in strategic succession planning to develop and retain them
5. A commitment to reduce staff workload and increase staff wellbeing

Communication and belonging

We work hard to engender in staff a sense of loyalty and partnership in each school and the Trust. Partnership working is exceedingly well developed so that much of our work in curriculum (including reading and phonics), personal development, SEND and safeguarding is driven through collaboration, research and sharing best practice. This means that staff are part of rich professional networks where career development is second to none.

All trust staff meet annually in our annual conference which in 2020 was hosted at the Lyceum Theatre, Sheffield. However, staff meet together regularly both formally and informally, and there is regular communication across the Trust via our e-newsletter MLTogether. The last edition (9) issued in late July can be found at <https://www.merciatrust.co.uk/news>.





Advert

Full Time, Permanent Teacher, September 2021.

Are you an outstanding teacher who can inspire, motivate and make learning fun? Do you want to work in a supportive and welcoming school that puts the needs of the children at the heart of everything it does? If so, Valley Park Primary School is the place for you!

The Mercia Learning Trust is looking to appoint an outstanding, main pay scale teacher. We are looking for dynamic and resilient teachers who have high expectations for all pupils and good KS2 curriculum knowledge.

At Valley Park we are passionate about children's learning and development, and are looking for a creative, dedicated and innovative teacher to join our talented team. This person can demonstrate great collaborative skills and excellent teaching. Your teaching should be at least consistently good and you will have a deep understanding of assessment and how to stimulate children's love of learning.

As a person you should be professional and committed to improving the lives of the children in our school as well as safeguarding their wellbeing and happiness and developing them as people. You will need to be creative and willing to take risks so teaching and learning can thrive.

Successful candidates will also have the ability to forge excellent relationships with colleagues, parents and most importantly, our children. You must be team players who are exceptional teachers of English and maths, as well as having the knowledge and skills to inspire children's learning in all wider areas of the curriculum.

Due to current circumstances, visits will take place after 4pm between the dates of Monday 18th and Friday 30th April. Please contact school on [0114 2396464](tel:01142396464) or by email on enquiries@valleypark.sheffield.sch.uk

Application forms must be sent to the Central Recruitment Team at recruitment@merciatrust.co.uk

Closing date: Monday 3rd May 2021

Interview Dates: WC 10th May 2021

The Mercia Learning Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

The ability to converse at ease with students and members of the public, and to provide advice in accurate spoken English, is essential to the role.



JOB DESCRIPTION

Post Title:	KS2 Teacher
Salary:	Main Pay Scale
Responsible to:	Headteacher
Responsible for:	N/A

The post holder must at all times carry out his/her responsibilities within the spirit of Mercia Learning Trust and School policies and within the legislative framework applicable to academies.

PURPOSE OF THE POST

- To teach designated pupils and undertake associated pastoral and administrative duties as well as other general responsibilities, having full regard for the school's ethos, aims and policies.
- To undertake tasks related to the development of a curriculum area.

EMPLOYMENT DUTIES

- To be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document (Part XII of the 'Teachers Pay and Conditions Document').

KEY RESPONSIBILITIES

- To pursue the aims of the school in a positive manner and promote the agreed ethos.
- To work co-operatively within a whole staff team, and within the year/teaching and learning group to achieve continuous improvement with constant regard to quality in both learning and teaching.
- To teach pupils according to their individual needs, including the planning and assessment of work in line with agreed policies of the school
- To monitor and assess children's progress and report to parents.
- To implement and maintain the school's policy on discipline and behaviour.
- To support the school's endeavours to meet the needs of its community.
- Participate in the school's performance management process.
- To promote and monitor the organisation of the learning and teaching through a particular subject throughout the school.

CLASS TEACHER DUTIES

- To plan programmes of work for pupils in co-operation with teaching colleagues within the team in order to ensure that all children are taught by members of that team experience similar learning opportunities.
- To plan work matched to the individual needs of children and within the school's agreed policy and schemes of work.
- To produce written records of such planning in accordance with school policy
- To assess and record pupil's achievements and progress within the statutory requirements and school's assessment policy and report to parents.
- To contribute to meetings, discussions and management systems necessary to ensure the coordination of the work of the school as a whole.
- To ensure that the classroom is kept tidy and attractive, with children's resources readily available for them to find independently.
- To contribute to the ideas within and the implementation of the School Improvement Plan
- To supervise the use of support staff relevant to the class
- To contribute to the provision of a safe and secure learning environment.

WORKING ENVIRONMENT AND CONDITIONS OF THE POST

- The post may be required to travel and work within any school in the Mercia Learning Trust

GENERAL DUTIES

- To contribute to whole school events as and when required
- To ensure accurate records are securely maintained and held in accordance with General Data Protection Regulations (GDPR)/Data Protection Act 2018
- Be aware of and support diversity, ensuring equal opportunities for all
- Develop professional, constructive relationships with other agencies, schools and professionals
- Participate in meetings, training and performance development as necessary
- Recognise own strengths and areas of expertise using these to advise and support others
- Be willing to undertake training and professional development as required of the post
- Any other duties and responsibilities appropriate to the grade and role

PROMOTION OF TRUST VALUES

- To contribute to the overall development of Mercia Learning Trust to ensure the Trust operates on the basis of shared and collective responsibility
- To contribute to the overall ethos, work and aims of Mercia Learning Trust
- To support and contribute to the Trust's commitment to safeguarding all students. All schools in the Mercia Learning Trust are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees are expected to share this commitment.
- To contribute to trust partnership activities to drive school and trust improvement
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times
- To be aware of and comply with the codes of conduct, regulations and policies of the School and its commitment to equal opportunities

- All the above duties and responsibilities to be carried out in accordance with policies adopted by the School Governing Body and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Issue Date: April 2021



PERSON SPECIFICATION

Post Title:	KS2 Teacher
Salary:	Main Pay Scale
Responsible to:	Headteacher
Responsible for:	N/A

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications and Training	<p>Qualified Teacher status</p> <p>Teaching degree or equivalent (BA, BEd, PGCE etc.)</p>	Evidence of further educational study or qualification
Skills and Knowledge	<p>The ability to communicate clearly and take into account, where appropriate, the views of others</p> <p>Excellent personal organisational skills</p> <p>A flair for teaching and the ability to contribute and work as a member of a strong team.</p> <p>An inspirational, committed and highly effective classroom practitioner who is dedicated to achieving the best outcomes for each individual child.</p> <p>Effectively communicate orally and in writing to a range of audiences</p>	<p>Experience using a range of assessment tools.</p> <p>Good time management skills</p> <p>Enthusiasm and willingness to contribute to and participate in the wider context of school life.</p>

	<p>Maintain a calm level of professionalism at all times.</p> <p>Effectively fulfil and be willing to develop further the expectations of the Teachers Standards.</p> <p>An ability to create a warm, positive and motivating learning experience for children.</p> <p>A commitment to raising attainment</p>	
Experience	<p>An up-to-date and working knowledge of the National Curriculum.</p> <p>Knowledge of appropriate resources and strategies which support outstanding teaching and learning opportunities.</p> <p>Good knowledge and understanding of learning and teaching at Key Stage 1 and 2</p> <p>Working knowledge and experience of Assessment for Learning; and assessing without levels</p> <p>Excellent subject knowledge</p> <p>Excellent classroom management skills</p>	<p>Experience of intervention processes to raise achievement.</p> <p>Experience of teaching across the age and ability range at Key Stage 1 and 2</p> <p>Interest in or experience of leading a subject area.</p> <p>Experience of working in a larger school</p>
Personal Qualities	<p>Energy and enthusiasm</p> <p>Reliability and integrity</p> <p>Sense of Humour</p> <p>Excellent record of health, punctuality and attendance</p> <p>A commitment to the ethos of the school</p> <p>Commitment to your continuing professional development</p>	<p>Adaptability to changing circumstances & ideas</p>

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Safeguarding

Mercia Learning Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The Trust pays full regard to 'Keeping Children Safe in Education' guidance and we ensure that all appropriate measures are applied in relation to everyone who works for the Trust.

Safer recruitment practice includes scrutinising applicants, verifying identity, verifying qualifications, obtaining professional references, checking previous employment and ensuring that the successful candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking criminal convictions.

If you are shortlisted, your suitability to work with children will be explored and this will include disclosing convictions. The information you disclose may be discussed with you during the interview.

The successful candidate will be required to complete an enhanced DBS check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

The Application Process

We hope that our recruitment pack and website provides you with plenty of information about us. However, should you require any additional information, or would like an informal discussion/visit, please contact Debbie Smith, School Manager at enquiries@valleypark.sheffield.sch.uk.

To apply, please email your completed application to recruitment@merciatrust.co.uk or send it in the post to:

HR Team
Mercia Learning Trust
79 Glen Road
Sheffield
S7 1RB

All applications that have been submitted electronically will receive an email confirming receipt.

Please note that we do not accept CV's - applicants must submit an application form.

Please also note that in all cases written references will be taken up BEFORE the final selection stage.

An email and/or letter will be sent to shortlisted candidates with details of the interview process.

If you have not heard from us within 2 weeks of the closing date, please assume that on this occasion, your application has been unsuccessful.

The closing date for applications is Monday 3rd May 2021

We are an Equal Opportunities employer.

Some of our vacancies are designated customer facing roles under the fluency duty and require a specified level of spoken English. Where this is the case, it will be clearly stated in the advert and person specification.

If you have any further queries on any aspect of the application process, please contact the HR team, by emailing recruitment@merciatrust.co.uk