



# CLASS TEACHER

WELCOME TO RUGBY FREE PRIMARY SCHOOL

**CONTRACT TYPE**

FIXED TERM

**CONTRACT TERM**

FULL TIME

**CLOSING DATE**

20.06.2023

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# Why Work at Learning Today Leading Tomorrow

Relationships are at the heart of LT2. We underpin our core values and are always looking for dedicated staff who share our ethos and demonstrate our values.

The wellbeing of staff is a priority here across the Trust and this has been developed as part of the Trust's wellbeing commitment for all staff.



There are many benefits for staff working at LT2

- Competitive salaries which are reviewed annually
- A first-class Pension Scheme
- Employee Assistance Programme
- Enhanced Maternity, Adoption and Paternity Leave
- Membership to the Confederations Schools Trust
- Commitment to staff professional development
- Extensive resource library
- Career opportunities for staff to progress



# Vision, Mission and Values

## Vision



The vision of Learning Today Leading Tomorrow is to build a group of outstanding schools across phases, including specialist provision. As a Trust we provide vibrant and inclusive learning environments in which every member of the Trust community is passionate about learning.

The Trust is led by a CEO who works closely with Headteachers and our schools are supported by a central team to support finance, HR, estates, procurement, IT and governance.

## Mission



LT2 Trust and schools have a relentless focus on high achievement, supported by robust organisational structures and governance. We aim to give children and young people in our care the knowledge, skills and experiences to expand their minds and world view to enable them to develop a naturally inquisitive approach to learning and life, fit for an ever-changing world.

Ultimately, we educate and support all children attending LT2 Schools to grow into capable and contributing citizens who have developed the personal attributes and characteristics that will enable them to become considerate, self-reliant and confident young people who are ready for the next stage of their lives.

## Values



The Trust Values underpin the mission and provide the basis on which LT2 Trust, School Leaders, all staff and students can articulate the key behavioural characteristics that promote a positive philosophy. Our six values are unseen drivers of our behaviour as experienced by others and are designed to create a shared organisational culture:

- **Kindness** – The quality of friendliness, generosity, and consideration
- **Collaboration** – The belief that working and learning with others will lead to greater success
- **Curiosity** – A strong desire to know and to learn
- **Resilience** – The ability to recover quickly and learn from the difficulties we face
- **Respect** – To appreciate the importance of understanding and admiration for others and self
- **Endeavour** – The belief hard work is needed to achieve something of which we can be proud of



# Rugby Free Primary School

Learning Today Leading Tomorrow (LT2) is a not-for-profit Multi-Academy Trust (MAT) based in Rugby. Its founding schools are two start-up free schools, Rugby Free Primary School and Rugby Free Secondary School.

Learning Today Leading Tomorrow aims to provide local, inclusive education to support children and young people to gain the knowledge, skills and experiences that will enable them to move onto the next stage of their education and life, prepared for an ever-changing world.



Rebecca Butters, Headteacher



RFPS is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



It is an exciting time to be working as part of the RFPS family, and as part of our Trust, Learning Today Leading Tomorrow. RFPS opened in 2015.

Our school is committed to providing success for all of its students, and providing a workplace that supports its staff, to ensure they are able to work to the best of their ability for our students every day.

You won't find teachers and staff anywhere else who are as committed to a school's purpose and supporting its success. Relationships are at the heart of RFPS and underpin our new core values.... and we are always looking for dedicated staff who share our ethos and demonstrate our values.

The wellbeing of staff is a priority here at RFPS and we have developed a wellbeing commitment for all staff. This is monitored by our Wellbeing group and regularly reviewed with all staff.





# Staff Wellbeing Commitment at RFPS



## Kindness:

- 'Shout outs' for staff who have gone above and beyond.
- Support flexible working requests.
- Opportunity to attend personal events or celebrations.



## Collaboration

- Staff Wellbeing committee.
- A 'buddy' to provide support and advice.
- Staff social events across the year.
- We provide staff with a free lunch on the day of their duty.
- Regular staff breakfasts, food on all CPD days and occasional treats



## Curiosity

- Promote and support Staff CPD
- Staff to network and visit other schools to improve their practice and share great ideas.



## Respect

- Staff Room - meet, work and even socialise
- Each faculty has its own staff work room
- Regular appraisal conversations to discuss career progression



## Resilience

- We promote resilience through our reflective CPD pathways.
- We have an area in the staff room dedicated to wellbeing which is used to promote health and wellbeing.
- We share weekly health and wellbeing information.



## Endeavour

- Promote work life balance
- Celebrate our staff and their achievements on a regular basis, for example; a black tie celebration evening.

Trust Wellbeing Survey  
2022

“ 96% of staff are proud to be a member of the school ”

“ 84% of staff feel well supported at work ”

“ 88% of staff feel happy in their role ”

“ 82% of staff believe Leaders and Managers are considerate of their wellbeing ”

“ 99% of staff feel optimistic about the future ”



# Class Teacher Job Description

<b>Salary and Grade</b>	M1 - M6 (UPS available for exceptional candidates)
<b>Hours</b>	Full Time
<b>Reporting to:</b>	Headteacher
<b>Start Date</b>	1st September 2023

Are you a passionate and dedicated teacher?

Do you put children's learning, emotional and social development at the heart of everything you do?

Are you a team player who loves working with fantastic pupils and colleagues?

**If the answer is yes, please come and visit us and apply!**

We are looking to extend our team of professionals who bring interest, ideas and enthusiasm to match that of the Trust, Governors and the current Staff.

Rugby Free Primary School is a 4-11 school which opened in September 2015 with three Reception classes in a newly refurbished building in Central Park. We are part of the Learning Today, Leading Tomorrow Multi Academy Trust. We welcome children of all abilities and from all backgrounds. We are non-selective, non-denominational and are free for all to attend. We provide a high quality, local school with an exciting and broad curriculum.

We are now in our 8th year of operation and our school is full from Reception to Year 6.

As an experienced teacher, you will be able to demonstrate a record of excellent practice in the classroom, commitment to CPD and innovative curriculum ideas. As an ECT, you will demonstrate a strong commitment to your professional development and recognise this exciting opportunity which will provide a solid foundation for your career. You will be ambitious, enthusiastic and eager to embrace the opportunities that we can offer.

The successful candidate will be supported by a senior leadership team who have the highest ambitions for the school, its children and its staff. We will support the successful candidate in their professional development and progression will be fully supported and nurtured.

We have 19 classes and therefore have lots of opportunities for movement within school and leadership opportunities. We encourage candidates to state their individual interests in their application noting areas of the curriculum they would be interested in leading and the year groups they are interested in teaching (in the first instance).

It is likely that the maternity cover can be extended to a permanent role in the future.

## Job Purpose

- Teaching, learning and assessment of children in both own individual class and overall cohort as required
- To assist Governors and SLT with developing outstanding practice in EYFS, KS1 and KS2 curriculum as applicable to pupils in a 4-11 setting
- To contribute to the wider development of the school via support for enrichment activities and other events
- To support high expectations and high standards in all aspects of school life in keeping with the Trust's vision for the school
- To uphold all school policies and procedures and promote the good name of the school
- To ensure all pupils are safeguarded
- Foster strong team-working and collaboration with all stakeholders including, pupils, staff, parents, Governors and Trust

## Specific Duties

Plan teaching to achieve progression in pupils' learning through:

- Exciting and engaging sequences of lessons and topics
- Setting tasks which challenge pupils and ensure a high level of interest, attention, participation and well-being
- Setting appropriately high expectations
- Setting clear targets building on prior attainment/needs
- Identifying the needs of individuals and groups within the cohort, writing/ taking note of individual education plans and liaising with the Inclusion Leader/ SENDCO as required
- Making effective use of assessment data and information when planning lessons
- Planning opportunities to contribute to pupils' literacy and numeracy, and to their personal, spiritual, moral, social and cultural development
- Making full use of the additional teaching resources in the school to personalise learning
- The effective use of Teaching Assistant, HLTA, Volunteer Assistant time as appropriate

- The effective use of resources including ICT resources
- Create an productive, inspiring and stimulating environment in your classroom

### **Class Management**

- Liaise effectively with SLT in pursuing teaching and learning excellence with all pupils
- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure, safe and confident
- Manage pupils' behaviour effectively and positively, establishing and maintaining excellent relationships with pupils.
- Ensure any unsafe behaviour is challenged and supported to be improved
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Use a variety of teaching methods to:
  - (i) structure information well, including outlining content and aims and summarising key points as the lesson progresses
  - (ii) instruct, demonstrate and give accurate, well-paced explanations using appropriate vocabulary
  - (iii) use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resources for pupils and develop study skills through library, ICT and other sources
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the age of pupils that you teach
- Critically evaluate own teaching to improve effectiveness

### **Monitoring, assessment, recording, reporting**

- Assess how well learning objectives have been achieved in terms of the National Curriculum or EYFS Early learning Goals
- Monitor and assess pupils' work and set targets for progress



- Keep up-to-date and accurate records detailing pupil achievement, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- Prepare and present informative reports to SLT, governors and parents / carers as required

### Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- To ensure that your classroom and surrounding areas that you teach in are free and safe from harm
- Establish effective working relationships and set a good example through their timekeeping, presentation and personal and professional conduct
- Ensure all safeguarding concerns are reported promptly and carefully to a DSL
- To work with outside agencies to support pupils in your class
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- Contribute to the wider life of the school through running after school/lunchtime clubs, being involved in the PTA and outside of school events
- Take responsibility for their own professional development and duties in relation to school policies and practices and in particular to development of relevant ICT skills
- Actively and positively collaborate with the Trust's other schools, local Consortium and other partnership schools
- Liaise effectively and sensitively with parents
- Liaise with previous teacher, pre-school or previous school settings to gain an accurate picture of your pupils
- In addition, to carry out other duties as reasonably required by the Headteacher

## **Safeguarding**

School staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

- The jobholder is expected to observe their obligations in accordance with the School's Child Protection policy and procedures, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **Rehabilitation of Offenders Act 1974**

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Trust Disciplinary Procedures.

## **Health and Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the school Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

## **Confidentiality and Data Protection**

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in school policy.

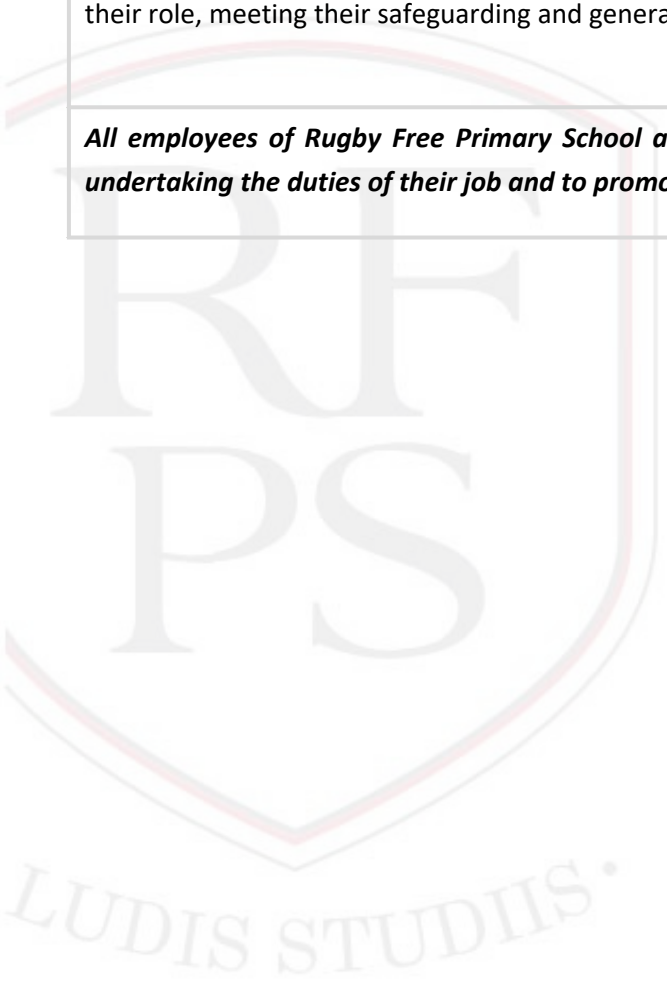
## Equality and Diversity

Rugby Free Primary School is committed to equality and values diversity. As such the school is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

## Training and Development

Rugby Free Primary School has a shared responsibility with the jobholder for identifying and satisfying training and development needs. We expect active contribution to one's own continuous professional development, and the job holder to attend and participate in any training or development activities required to assist them in undertaking their role, meeting their safeguarding and general obligations.

***All employees of Rugby Free Primary School are required to comply with the Equal Opportunities Policy when undertaking the duties of their job and to promote the policies, aims and vision of the school positively.***



# Person Specification

Areas	Essential It is essential candidates can provide evidence of:	Desirable It is desirable candidates can provide evidence of:
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree 2:2 or above</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional study and CPD</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experiences in a range of schools and in a range of Year groups from teaching practice/previous roles</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience of teaching of pupils in a Good or Outstanding school would be an advantage</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• To have a clear understanding of the National Curriculum and EYFS and its application</li> <li>• A knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range</li> <li>• To understand the importance of the depth and breadth of the curriculum</li> <li>• To be able to develop a creative and engaging curriculum</li> <li>• To motivate and inspire pupils</li> <li>• An understanding of effective team work strategies</li> <li>• To have a good understanding what pupils with significant SEND need in order to progress and thrive</li> <li>• To have an excellent understanding of safeguarding and child protection issues and protocols and an excellent understanding of the key parts of KCSIE.</li> </ul>	<ul style="list-style-type: none"> <li>• A good understanding of the barriers disadvantaged and SEND pupils face and how to address these in school</li> <li>• A good understanding on strategies to overcome barriers for pupils with English as an additional language.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• The ability to communicate effectively in a verbal and written form to a range of audiences</li> </ul>	
Skills and Abilities	<ul style="list-style-type: none"> <li>• The willingness and ability to teach a wide range of subjects across the primary age range</li> <li>• To be able to effectively use a variety of teaching and organisational styles and resources including ICT</li> <li>• To have the ability to develop and maintain good professional relationships and contribute positively to curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to contribute to a specific curriculum area or areas.</li> <li>• The ability to support other teaching professionals, sharing good practice.</li> <li>• Mentor or coach teachers or teaching assistants in areas which you are more experienced in or have a particular strength in.</li> </ul>

Areas	<b>Essential</b> It is essential candidates can provide evidence of:	<b>Desirable</b> It is desirable candidates can provide evidence of:
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to set high standards and provide a role model for staff and pupils</li> <li>• Ability to deal sensitively with people and resolve conflicts</li> <li>• Ability to deal with behavioural issues effectively</li> <li>• Ability to work with parents effectively</li> <li>• Ability to work with and deploy staff and resources effectively</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Passionate about Learning and Teaching</li> <li>• Displays warmth, 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 prioritise</li> <li>• Good interpersonal/communication skills</li> <li>• When all the above fail, to maintain good sense of humour, a willingness to learn and the will to continue to strive for excellence</li> </ul>	
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• An Enhanced DBS clearance is essential</li> <li>• A good health and attendance record</li> <li>• Two good references which have no major concerns regarding the ability to do the job well.</li> </ul>	



# Contact Information

To arrange an informal discussion with the Headteacher or a tour of the school please email us, the email is provided below.

We will be delighted to arrange this.

We would actively encourage a tour or a conversation as we believe our school is unique and this is an important position for the school.



01788 222088



[office@rugbyfreeprimary.co.uk](mailto:office@rugbyfreeprimary.co.uk)



1 Bailey Road, Rugby, Warwickshire, CV23 0PD



[www.rugbyfreeprimary.co.uk/working-for-us](http://www.rugbyfreeprimary.co.uk/working-for-us)

## Closing date for applications: 20.06.2023

*This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work. This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.*

*The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown but in consultation with the post holder may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.*

*We reserve the right to withdraw this vacancy at any time.*

*Learning Today, Leading Tomorrow (LT2) is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check. LT2 is always happy to receive speculative applications from excellent teachers and support staff.*