

Teacher Candidate Information Pack



Contents

Page 3	Welcome from the Chief Executive Officer
Page 4	Anglian Learning, a unique multi academy trust
Page 6	Our Values
Page 7	Job advert
Page 9	Classroom Teacher Job Description
Page 12	Classroom Teacher Person Specification
Page 17	NQT Offering
Page 19	Relocating

Welcome from the Chief Executive Officer

Thank you for your interest in the position of Class Teacher for Howard Community Academy.

We are an ambitious, outward looking multi-academy trust consisting of six secondaries and seven primary schools, with another school due to open within the next couple of years. We are passionate in our belief that all young people deserve to have access to an outstanding and inspirational education; we are determined that this will be the case for all those in our communities.

Anglian Learning has been founded on strong collaborative and trusting relationships, where everybody is committed to sharing their successes, but equally open to new ideas and alternative perspectives. At the same time, we believe strongly in local decision making and all of our schools retain their own individual ethos and identity, whilst sharing the same core Trust values and goals.

Our staff are our most important resource in Anglian Learning, and we are committed to providing the very best professional learning and training for all of our people. Furthermore, we are firmly committed to employing and then developing the dedicated and inspirational staff who will make a positive difference to the lives of our young people.

I hope that you find the following information useful. To apply for the role, please complete the Anglian Learning Staff Application form and send this with a brief letter of application, outlining how your skills and experience will enable you to be successful in this position. Please send your application to Kelly Hamlin, Office Manager at k.hamlin@howardprimary.org.

We look forward to receiving your application.

Yours faithfully



Jonathan Culpin
CEO Anglian Learning

Anglian Learning, a unique multi academy trust

All members of our Trust share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation. Through membership of Anglian Learning, these values are reinforced by working with like-minded schools, leaders and teachers, to make a difference to the lives of our young people. We believe that we have a shared responsibility, through support and challenge, to ensure that all our academies can offer an outstanding education to all students. We are committed to the best financial planning and clearest governance structure with a rigorous system of checks and balances to ensure our future development and growth.

Anglian Learning was initially created by three highly successful Cambridgeshire secondary school academy trusts, with similar visions of enhancing the capacity of mutual support and challenge, formally joining together as a Trust. A further secondary school joined Anglian Learning in March 2016 with an Ofsted rating of Requires Improvement, which had been held for several years. In October 2018, due to the work undertaken by the staff, the Principal and the Trust, the school successfully achieved a rating of Good in all areas.

In March 2018 Anglian Learning established a Primary hub with three primary schools choosing to join the Trust, forming a collaborative and supportive primary network. Anglian Learning has also won the contract for a new primary school The Marleigh School which is currently due to open in 2022 and Joyce Frankland Academy, a secondary school in Essex chose who joined the Trust on 1 January 2020. On 1 April 2020 we were also joined by Howard Community Academy, Linton Heights Junior School, Linton Village College, Meadow Primary School and The Pines Primary School. Further information about each of our schools can be found by visiting their websites.

Anglian Learning is improving the provision in our academies by using the collective energy and cross school educational collaboration within the Trust to improve our pupils' life chances by:

- Developing a dynamic and inspirational culture for teaching and learning excellence.
- Providing pupils with stimulating and valuable enrichment opportunities across the curriculum.
- Building a curriculum and assessment structure that will enable teachers, students and parents to celebrate success and respond swiftly to challenge.
- Encouraging innovation and risk-taking through a focus on research and best practice locally, nationally and internationally.
- Promoting, enabling and supporting leadership at all levels to flourish in individual schools and across the Trust.
- Providing CPD opportunities for staff at all levels in the Trust

The Trust Leadership Team comprises of a CEO, supported by a Director of Secondary Education who is a trained Ofsted Inspector, a Director of Primary Education who oversees and supports the Primary Hub and highly qualified and experienced Directors advising on Finance, ICT, Operations and Human Resources.

The operational structure of the central team is constantly being reviewed to ensure that it delivers the maximum and desired support to the schools within Anglian Learning.

Our Core Values

- 1) Anglian Learning is ambitious and aspirational for all those in our community, pupils, staff and parents, to be the best they can be.
- 2) Anglian Learning is inclusive, working always in the best interests of all of our Children and young people, whatever their background or ability, underpinned by mutual respect and care for others.
- 3) Anglian Learning acts with integrity, probity and honesty in the relationships within the Trust and with the wider educational and non-educational landscape.

Howard Community Academy is on an upward trajectory with Anglian Learning!

**We want the very best for our children and community
Are you the person to join our team?**

Required for 1st September 2023 0.6 Part-Time Class Teacher (Main Scale/Upper Scale)

Are you a teacher with strong leadership skills – or who has aspirations to develop?
Are you looking for a fresh challenge and want to make a significant difference to pupils and to the development of a school? This post is suitable for experienced or newly qualified teachers.

Howard Community Academy is a school which has all the right ingredients to succeed and to provide the very best for all its pupils. The current staff and the community are committed and keen to continue to put in place the changes that need to be made for this to happen. The school joined Anglian Learning on 1 April 2020 and the journey towards this vision, is well underway. We are looking for a teacher who wishes to be part of that catalyst to create a school that is an inspiration to both the local community and the pupils.

We are seeking a teacher who can make a difference through building high quality relationships with children, staff and parents.

We are looking for someone with relevant experience who will bring enthusiasm, creativity and a commitment to children's learning. The right candidate will be adaptable, enthusiastic and highly motivated with a full commitment to our school and its aim to create a happy, successful learning environment for all pupils.

In return you will receive:

- A salary that reflects your experience
- Commitment from Anglian Learning to support your wellbeing with Trust based benefits such as free membership to Anglian Learning Sports Centres and a Cycle to Work Salary Sacrifice Scheme
- The opportunity for training and development utilising the programmes on offer through the Trust
- A supportive ethos with a shared commitment to planning and working in teams both within the Academy and across the other Primary Schools within the Trust
- An opportunity to be part of a happy and professional team who share the same values of ensuring that the best interests of children are served
- The opportunity to research and develop practice in school improving provision and pupil outcomes
- The opportunity to challenge current practices and to develop pro-actively future practices
- The opportunity to make a significant impact and difference to a school, within a supportive environment and with the necessary resources.

We are looking for someone who:

- Wants to be part of our improvement journey and is excited by the challenges and rewards of Primary Teaching in 2023
- Is enthusiastic, adaptable, resilient and consistent in their approach to teaching and working with children
- Has high expectations of children's behaviour and a commitment to raising standards
- Is not afraid to challenge us to ensure we achieve the very best for all our pupils
- Has a good understanding of the primary curriculum and is confident to shape it to meet pupils' interests and needs.

Closing date: Wednesday 21st June 2023 at 12 noon

Interviews: Week commencing 26th June 2023

Recruitment will be via interview and other tasks, which will be confirmed after shortlisting.

If you would like to book a telephone conversation with the Headteacher, Alison Weir or Anglian Learning's Director of Primary Education, Prue Rayner please contact Mrs Kelly Hamlin, Office Manager at khamlin@howardprimary.org

The application pack and further details are available on the school's website www.howardprimary.org or from Kelly Hamlin.

Applicants should include a letter of application (no more than two sides) to the Headteacher, Mrs Alison Weir outlining their experience, teaching ethos, what they hope to bring to Howard Community Academy and how they meet the person specification.

Anglian Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are conditional and subject to an enhanced DBS check.

Post Title: Teacher
Responsible to: The Headteacher

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description. The post is subject to enhanced DBS clearance.

Principal Responsibilities

Set high expectations which inspire, motivate and challenge staff, pupils and the wider community

- Have the ability to lead, motivate and inspire confidence.
- Be able successfully to implement strategies for raising achievement and ensuring effective teaching and learning for the pupils at Howard Primary Academy.
- Establish a safe and stimulating learning environment for pupils which values all pupils and gives them a sense of their own self-worth.
- Have aspirations for creating provision that stretches and challenges pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Implement strategies that support parents and carers to believe that their children can achieve well.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching that builds on pupil's capabilities and their prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and learning.
- Engage parents in understanding how they can best help their children to achieve well.

Plan and teach well-structured lessons

- Share knowledge and develop understanding through effective use of lesson time.
- Ensure pupils have the skills they need to engage fully in lessons and learn well.
- Promote a love of learning and engage children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject areas.

Adapt teaching to respond to the strengths of all pupils

- Know when and how to differentiate learning activities to meet pupils' needs, using approaches which enable pupils to learn well.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and a desire to know how best to overcome these with a drive to ensure this happens.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have and develop a clear understanding of the needs of all pupils, including those with special educational needs; SEMH needs, high ability; English as an additional language and disabilities. Working with leaders, be able to use and evaluate distinctive teaching approaches to engage and support all pupils.
- Want to engage parents and wider family members in knowing how best to support their children to thrive in school.

Make accurate and productive use of assessment

- Know and understand how to assess subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure and improve pupils' progress.
- Work with leaders to establish a comprehensive understanding of pupils' achievement and how best to support improving it.
- Use the academy's agreed systems to monitor pupils' progress, consider expectations for pupil's learning and plan subsequent lessons.
- Give pupils regular feedback both orally and through accurate marking in accordance with the academy's policy. Encourage pupils to respond to the feedback and draw on their views to shape learning experiences.
- Share information about pupils' progress openly with parents so they have a good understanding of how well their children are achieving.

Manage behaviour effectively to ensure a good and safe learning environment

- Work with leaders and pupils to establish clear rules and routines for behaviour in classrooms, implement these assiduously. Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.
- Use praise and recognition of positive and improved behaviour as a continuous strategy promoting the involvement and engagement of pupils.
- Always consider the roots of any poor behaviour, giving pupils the opportunity to make amends and realise the impact of their behaviour if it does not meet the academy's expectations.
- Take responsibility for promoting good and courteous behaviour with all pupils in classrooms and around the school, always in accordance with the school's behaviour policy.
- Have the same high expectations of behaviour as leaders and other staff, exemplify the expected behaviour at all times.
- Manage classes effectively using approaches which are appropriate to pupils' needs, as well as the additional support available, in order to involve and motivate them

Fulfil wider professional responsibilities

- Teachers uphold public trust in our profession and maintain high standards of ethics and behaviour within and outside the school by:
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory requirements reporting any concerns as required.
- Showing tolerance of, and respect for, the rights of all pupils, families and colleagues.
- Promoting the fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways that exploit or highlight pupil's vulnerability.
- Having proper and professional regard for the ethos, policies and practices of the school.
- maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Person Specification

Position: Main scale Class Teacher

Attributes	Essential	Desirable
Education Principles	<ul style="list-style-type: none"> • Commitment to raising standards of attainment • Commitment to recognising, setting and achieving high standards • Commitment to the distinctive ethos of Howard Community Academy • Up to date knowledge of current trends in education 	
General Experience and Qualifications	<ul style="list-style-type: none"> • Qualified to Degree level • Qualified Teacher Status • Experience of teaching in primary education • Evidence of CPD and/or school practice 	<ul style="list-style-type: none"> • Experience of teaching KS 1 & 2 music
Professional knowledge and Experience	<ul style="list-style-type: none"> • Knowledge and understanding of the theory and practice of National Curriculum • Understanding of the requirements of pupils with SEN and EAL • High expectations of pupils achievement and behaviour • Evidence of involvement in curriculum development • Evidence of experience of subject leadership • Secure understanding of safeguarding principles and practice 	<ul style="list-style-type: none"> • Specific subject skills and knowledge
Professional Skills and Abilities	<ul style="list-style-type: none"> • Excellent classroom practitioner • Develop others through sharing of best practice • Commitment to being an excellent team player • Excellent relationships with children, parents, staff and governors • Communicate effectively both • A willingness to support the schools extended extra-curricular provision • Flexibility to teach across KS1 & 2 orally and in writing to a variety of audiences • Excellent behaviour management skills • Create a happy, challenging and effective learning environment 	<ul style="list-style-type: none"> • Experience of engaging learners from disadvantaged backgrounds • A willingness to support the schools extended extra-curricular provision • Flexibility to teach across KS1 & 2

Personal Qualities	<ul style="list-style-type: none"> • Approachable • Committed • Flexible • Resourceful • Effective Team Member • Ability to maintain confidentiality 	
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Joining Anglian Learning as an NQT



At Anglian Learning, we are always excited at the prospect of working with NQTs in our schools. We are committed to your success and to ensuring you receive the support you need to be successful in your first year of teaching and beyond. We understand that the first year of teaching as a newly qualified teacher can feel a daunting process with so much to learn and take account of. This is in addition to the steep learning curve involved as all the theory you have learnt is implemented on a daily basis along with increased responsibility. We are keen to ensure that the rewarding life you will experience as a new teacher can be balanced with a fulfilling life outside of the school.

The Trust and leaders in our schools will support you through your learning, celebrating talent and success and ensuring you have the right mentoring and access to the necessary expertise to enable you to be effective in your work.

Familiarisation

The first stage for any NQT is to familiarise themselves with their host school and with the Trust. Leaders will plan this in collaboration with you depending on your commitments in the term before you start work. If you are new to the area we can help you to get settled into your accommodation and to find your way about. In some circumstances, for those new to the area Anglian Learning can sometimes help with temporary accommodation and can help you to find more permanent lodgings.

Each of our schools has a distinct personality and context. As an NQT you will have the opportunity to visit all our schools and to work with other newly appointed as well as more experienced colleagues.

Staff at the schools enjoy social events outside of school which you would be welcome to join and participate in. The Trust, as a wider employer also provides an increasing number of social initiatives and benefits such as free membership to the Sport Centres situated at the secondary schools. This can aid you to make friends and to integrate yourself into the wider community. Opportunities for promotion will exist in your own school and in schools across the Trust. As you become familiar with Anglian Learning's ethos and values, we will encourage you to share your skills more widely and to grow professionally across the Trust schools.

Development

Once you are settled at your school, your ongoing development becomes a major priority for both school leaders and for the Trust. The support you can expect as a minimum is:

- You will be able to work with and observe staff in your own and in other Trust schools as part of your planned programme of development.
- As your employer, the Trust and your school will ensure that you will receive your 10% timetable reduction as well as planning, preparation and assessment time so that you have opportunities to reflect, to research and to learn.
- Although we do not expect to use them, clear procedures through which you can air any necessary grievances about your induction provision and a named contact at the Appropriate Body should you be unhappy with the support you receive.

Career Progression

In a very short space of time you will feel that your career as a teacher is flourishing and you may well be interested in developing your role further to become perhaps a leader in a subject area or in an element of school practice. This could be across a school and maybe across schools. Leaders and the Trust will encourage you to share your aspirations so that you can be effectively supported to achieve your ambitions. Once we understand your talents and aspirations, your training and professional development will be adapted to ensure you are equipped with the skills you need to pursue the career steps you would like to take. The Trust's network of leaders and schools will be able to support you with a range of opportunities and enhancements. We are equally keen to nurture, grow and celebrate teachers who are willing to share effective pedagogy and practice to support their colleagues.

Relocating

Unfortunately Anglian Learning do not generally financially support staff relocating, due to the financial constraints that schools are operating under and the need to channel wherever possible this into areas which will directly affect pupil's wellbeing and education.

However Anglian Learning will wherever possible be as supportive as possible by:

- Allowing a day's paid leave for moving under the Discretionary Leave Policy
- Supporting with estate agents as you seek either a property to rent or to buy