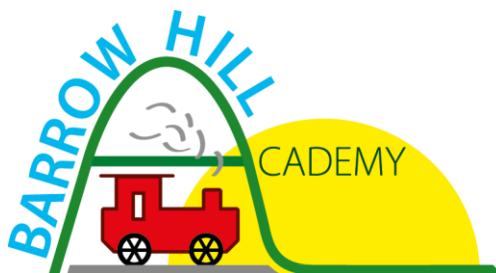


Candidate Information Pack



Primary Class Teacher

for

Barrow Hill Primary Academy

Chesterfield, Derbyshire



Communities Learning Together

Cavendish Learning Trust, Netherthorpe School, Ralph Road, Staveley, Derbyshire, S43 3PU
Tel: 01246 479013 e: info@clt.org.uk www.clt.org.uk

Welcome from the CEO of Cavendish Learning Trust

Dear Applicant,

Thank you for showing an interest in joining one of our schools.

We believe that this is an extremely exciting time to join with us, as we are currently moving towards a proposed merger with Minerva Learning Trust, who are a larger cross phased Trust based in South Yorkshire.

Both distinguished organisations share a vision for a collaborative learning structure designed to enhance life chances for young people. Our goal is to ensure that every student receives the highest level of education possible within their local school.

For more information about this please visit

<https://minervalearningtrust.co.uk/news/cavendish-merger/>

for the latest news, developments, and insights as we work towards creating a brighter future for our students through this transformative merger.

Thank you again for your interest in joining us and the best of luck with your application. We look forward to welcoming you to the Trust and sharing with you, our commitment to support the children and communities that we serve.

Dave Williams



Barrow Hill Primary Academy

Primary Class Teacher

Permanent - Full-time Main Pay Scale

The Key Stage / Year Group will depend upon the strengths and experience of candidates applications and therefore we welcome all.

Barrow Hill Primary Academy are looking for a passionate, creative and nurturing individual to join our innovative and forward-thinking school from September 2024, where you will join a highly-motivated and friendly team.

Our school is ready to commence a period of exciting changes and we are looking for an inspiring teacher who will help develop, support and implement these, to enable our children to have the best start in their educational journey.

We are looking for somebody who:

- Enjoys working with children and is driven to make a difference in their lives
- Is a passionate classroom practitioner
- Makes learning and the classroom environment; vibrant, exciting and engaging
- Is keen to develop professionally
- Is committed to working in partnership and able to communicate effectively with a range of stakeholders
- Supports children to develop lifelong skills and prepare them for the modern world.

We can offer you:

- a welcoming and supportive school and Trust
- enthusiastic and happy children who love to learn
- supportive, positive, and hard-working colleagues
- collaboration and support from other schools within Cavendish Learning Trust.
- personalised professional development opportunities.

If you have any further questions or you would like a discussion about the role or would like to arrange a visit, please see the section below on '**How to Apply and Visit our Academy**'.

Job Description

Job title	Class Teacher
Pay Scale	MPS
Hours and weeks	Full Time

Cavendish Learning Trust Vision

We are a family of schools focused on meeting the needs of our local communities, by providing innovative and engaging education to maximise all children and young people's life choices.

Cavendish Learning Trust Values

Employees who demonstrate a commitment to our core values will;

- Provide a range of innovative, engaging and challenging learning experiences for children and young adults, in order to nurture talent and promote the development of the whole person.
- Ensure the culture within our family of schools is founded on collaboration, mutual support and help each other to continually improve for the benefit of our communities and all children, young adults and colleagues.
- Embed the seven 'Principles of Public Life'

As an organisation we will;

- Provide professional development opportunities for all staff at every stage of their career, and in doing so nurture potential and motivation. To all ensure all staff feel valued as employees
- Promote a learning and working environment that is safe and supports children, young adults and staff well-being

Cavendish Learning Trust Behaviours

Employees will demonstrate their professionalism and promote a positive culture by:

- Behaving in a professional manner at all times
- Developing professional working relationships with all colleagues and stakeholders, showing understanding and mutual respect in all aspects of their role
- Taking personal responsibility by paying attention to the small things to intercept issues before they become a larger problem
- Resolving any issues in a professional, calm manner, seeking support where necessary and always demonstrating kindness and respect for others
- Starting and ending the day with the same emotional constancy with every interaction.

Job Purpose:

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

DFE Teachers Professional Standards 2012

Job Responsibilities:

TEACHING

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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 study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and 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 area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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 a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements, safety and well-being.
- Use IT effectively to communicate and access information
- Be a qualified first aider and administer first aid as needed

PERSONAL AND PROFESSIONAL CONDUCT

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining 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 which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and 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

Cavendish Learning Trust General Requirements:

Policies and procedures

You will comply with all policies and procedures at all times which include:

- Ensuring the safeguarding of young people by adherence to the child protection and safeguarding policies.
- Ensuring all equality, diversity and health and safety requirements are upheld in the performance of your duties.
- Ensuring you comply with the trust's staff code of conduct, including outside of work where applicable.

Professional Development

- You are required to undertake professional development as part of your job description. This includes contributing to regular 'check ins' and Journey to Excellence reviews with your J2E reviewer, proactively seeking professional development to improve your performance.

This job description is not a complete description of the role, as you are required to undertake any other reasonable duties as directed by the academy leader and the leadership team.

Person Specification

QUALIFICATIONS AND TRAINING	Essential	Desirable
Qualified Teacher Status as recognised by DFE	✓	
Good Honours degree		✓
Other qualifications/CPD specific to primary school teaching.		✓

EXPERIENCE & KNOWLEDGE	Essential	Desirable
Experience of teaching across the Primary Age range	✓	
Statutory National curriculum requirements at Key Stage 1/2	✓	
Evidence of training & experience in delivering phonics (key stage specific)		✓
Identifying and providing for the needs of individuals with SEND	✓	
Teaching mixed age classes	✓	
Statutory requirements for safeguarding children	✓	
Importance of promoting the school within the community	✓	
Experience of KS moderation		✓
The importance of continuous provision (key stage specific)	✓	
A creative and connected curriculum	✓	
Experience of line managing staff		✓
Experience of training in Read Write Inc		✓

PERSONAL	Essential	Desirable
Ability to communicate effectively in oral and written forms and maintain good relationships with their teaching partner, children, parents, governors and the wider school community.	✓	
Personal commitment to working within the Trust and belief in the CLT values	✓	
Ability to be evaluative and accept advice.	✓	

Have effective planning and organisational skills.	✓	
Be committed to the full life of the school, including participation in events and clubs	✓	

ETHOS AND APPROACH	Essential	Desirable
Commitment to provide education for all children and groups.	✓	
Have sensitivity to the diverse social, behavioural and emotional needs of children.	✓	
Understand the need to safeguard children.	✓	
Knowledge and commitment to equal opportunities.	✓	
Have a range of strategies to support children with differing needs.		✓
Awareness of the range of issues that impact on children's ability to learn.	✓	

How to Apply and Visit our Academy

Visits to Barrow Hill Primary Academy are highly recommended and warmly welcomed.

To arrange an appointment, please contact the School Business Assistant, Shona Buckley, by calling 01246 472494.

Please submit a fully completed application form, which can be found on the Cavendish Learning Trust website www.clt.org.uk supported by a personal statement which details your reasons for applying and how your experience meets the requirements outlined in this pack.

Completed applications should be addressed to Joanne Mappin, Executive Primary Lead and sent via email to jmappin@clt.org.uk

Cavendish Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to complete an enhanced DBS check and all job offers are subject to satisfactory references and pre-employment checks and proof of eligibility to work in the UK.

Closing Date for applications: Sunday 19th May 2024

Interview Date: Wednesday 22nd May 2024

Start Date: 1st September 2024

Safeguarding & Child Protection at Cavendish Learning Trust

This handout provides a brief introduction to Safeguarding and Child protection issues. It should be read in conjunction with the Safeguarding and Child protection Policy for each academy which can be found at www.clt.org.uk

Safeguarding

Safeguarding is everyone's responsibility

Cavendish Learning Trust are required to ensure a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.

This means:

- Protecting children from maltreatment
- Preventing impairment of health or development;
- Ensuring circumstances consistent with provision of safe and effective care
- Taking action to enable all children to achieve the best outcomes

Child Protection

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Child Protection is part of safeguarding and promoting welfare.

All our academies have a senior member of staff as Designated Safeguarding Lead (DSL) and several Deputy DSL's who work alongside them.

Key Areas

- Early Help
- Four Categories of abuse
- Signs and symptoms of abuse
- Receiving / dealing with disclosure
- Making referrals
- Safe working practice

Early Help

Our Early Help Team work together across the academies and are supported by our Early Help Manager to identify concerns early and provide help for children, to prevent concerns from escalating

Abuse

Maltreatment of a child, by inflicting harm, or by failing to prevent harm

Categories of abuse

1. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs including failure to:

- Provide food, clothing, adequate supervision;
- Ensure access to appropriate medical care;
- Protect child from danger

2. Physical abuse or injury

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm.
- inducing illness, carer fabricating symptoms

3. Sexual Abuse or injury

- Forcing or enticing a child to take part in sexual activities;
- May involve penetrative/non penetrative/non-contact activities.

4. Emotional abuse

- Persistent emotional maltreatment;
- The child may be made to feel worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- May involve seeing or hearing the ill-treatment of another person.

Signs and symptoms of abuse

The list below is a few examples of possible signs and symptoms;

- Visible marks e.g. bruises, burns, cuts on body
- Inappropriate state of clothes, poor hygiene
- Behaviour e.g. centre of attention, aggressive & bullying, very withdrawn
- Relationships e.g. isolated with no peer group interaction, clingy/inappropriately close
- Patterns of behaviour or a change in behaviour
- Patterns of absence or punctuality

If you have a concern about a child, NEVER underestimate your information – PASS IT ON TO YOUR Designated Safeguarding Lead (DSL)

Receiving / Dealing with disclosure

Disclosure is often what a child deliberately communicates to you in words or actions.

1. Receive

Listen, remain neutral, accept what the child says

2. Reassure

Stay calm, reassure the child that they have done the right thing, don't make promises including promises on confidentiality, try to alleviate feelings of guilt and shame, empathise with the child.

3. React

Only use open questions, don't criticise the perpetrator, explain what happens next, inform DSL.

4. Record

Make notes asap and use child's actual words where possible, be objective, keep notes safe.

5. Support

Create space and time for child throughout and after the process, get support for yourself.

Examples of open questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Can you tell me about it in your own words?

Confidentiality

Staff must NEVER promise total confidentiality to a child. However, that does not mean that you can tell ALL colleagues about a disclosure. Pass any information on to the DSL but do not tell anyone else. The DSL will inform other staff if they need to know any information about the child.

Making Referrals

The DSL will usually decide whether or not to make referrals. However, it is important to note that **any** staff member can refer their concerns to children's social care directly

Safe Working Practice

- Be visible and open in your practice
- Let pupils do as much for themselves as they can
- Offer support / help rather than assume the child needs it
- Keep physical contact to a minimum and be able to justify it
- Think about the level and type of contact
- Staff are in a position of trust with pupils. Inappropriate behaviour with or towards children is unacceptable
- A concern about a colleague must be passed to the Headteacher or DSL. A Concern about a headteacher should be passed to the Chair of the Academy Improvement Board. In either case a discussion with the Cavendish Learning Trust's Executive team of designated officers, is appropriate.

If a child is in immediate danger call the **EMERGENCY SERVICES ON 999.**

If you are concerned that a child is suffering or is at risk of significant harm please contact **THE DSL AT YOUR ACADEMY** or **CALL DERBYSHIRE** on Tel: 01629 533190

Short Privacy Notice for Application Forms

This notice explains what personal data we will hold about you, how we collect it, and how we will use and may share information about you during the application process. We are required to notify you of this information, under data protection legislation.

Please ensure that you read this notice as well as our privacy notice which can be found on the Cavendish Learning Trust Website www.clt.org.uk which detail how we use your information.

Why Do We Collect This Information?

Once you have submitted an application form, the School use this information in order to take a decision on recruitment and to take steps to enter into a contract.

What Information Do We Collect?

We collect the following information from the application form in order to take a decision as to recruitment:

- Personal information and contact details such as name, title, addresses, date of birth, marital status, phone numbers and personal email addresses;
- Emergency contact information such as names, relationship, phone numbers and email addresses;
- Information collected during the recruitment process that we retain during your employment including proof of right to work in the UK, information entered on the application form, CV, qualifications;
- Details of your employment history including job titles, salary and working hours;
- Information regarding your criminal record as required by law to enable you to work with children;
- Details of your referees and references;

How we may share the information

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually, information will be anonymised but this may not always be possible. The recipient of the information will be bound by confidentiality obligations. We may also be required to share some personal information as required to comply with the law.

How long we keep your information

We keep the personal information that we obtain about you during the recruitment process for no longer than is necessary for the purposes for which it is processed. How long we keep your information will depend on whether your application is successful and you become employed by us, the nature of the information concerned and the purposes for which it is processed. Full details on how long we keep personal data for is set out in our data retention policy.