



Hazel Wood
High School



Primary Practitioner Vacancy

Candidate Pack



Part of the

Oak



Learning Partnership

Please visit our school website for further information.
<https://www.hazelwoodhigh.co.uk/>

Welcome from the Headteacher

Dear Candidate,

I am the Headteacher of Hazel Wood High School and, during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

I am immensely proud of our recent Ofsted inspection, which graded Hazel Wood High School as "Good" in all areas. This outstanding achievement is a testament to the dedication, hard work, and commitment of our exceptional staff, students, and parents/carers who collectively contribute to our school's success. The Ofsted report commends our school for its calm and purposeful learning environment, carefully thought-out programme that promotes personal development, good student progress, and positive school ethos. Our talented and passionate teaching staff consistently go above and beyond to provide stimulating and engaging lessons, having high expectations and fostering a love for learning within our students. The report highlights the outstanding support and guidance our staff provide to every student, ensuring they receive the tailored attention they deserve.

The cumulative impact of all our school improvement work has resulted in us being the most improved school in our area. Attainment and progress indicators at Key Stage 4 have dramatically improved and our Progress 8 score is now above average; student numbers are healthy across all year groups, attendance levels have dramatically improved, and exclusions are falling. Our school has a good reputation for being caring and inclusive and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. At Hazel Wood, we place emphasis on effective behaviour management and high-quality teaching and we support staff to actively apply these within the classroom every day. This, in turn, facilitates the students' ability to understand and meet our expectations.

We believe that all our students deserve the very best education that we can provide, and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring, and supporting, colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this. Therefore, we thank you for reading through our application pack and considering us as the next step in your career.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing the HR Department at recruitment@oaklp.co.uk to arrange an appointment.

I hope that, when you have read the information enclosed, you will be encouraged to apply for this very important post. We look forward to receiving your application.

Please visit our school website for further information.
<http://www.hazelwoodhigh.co.uk>

Paul Greenhalgh
Headteacher at Hazel Wood High School





"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".

Ofsted Report 2023

Primary Practitioner

Salary: Main Pay Scale – Upper Pay Scale, actual salary £30,000 - £46,525

Hours: 1265 hours per annum worked as per the Teachers Pay & Conditions

Closing Date: 9.00am, Thursday 30th November 2023

Interview Date: w.c 4th December 2023

Required for January 2024

The trust, on behalf of Hazel Wood High School, are seeking to appoint a well-qualified, hardworking, highly motivated and enthusiastic Teacher of KS3 English and Maths, or a teacher who is Primary Trained and able to teach Key Stage 3 classes, who is capable of making a strong contribution to our rapidly improving school. We are passionate about providing a high quality and engaging curriculum and this is a fantastic opportunity to join a dedicated team that strives to deliver quality teaching to all pupils. You will be part of an excellent team and provided with extensive support that will enable you to develop to your full potential both in this role and beyond.

We believe that Hazel Wood High is a great place to work. This post offers you the opportunity to work in/with:

- A School with a strong will and determination to continue to improve.
- A School that has high expectations of all who work here.
- A School that places teaching and learning at the heart of school improvement.
- A School that is driven by strong values, invests in its staff and students and has a high regard for their welfare.
- A supportive and cooperative teaching staff who are committed to their roles.
- A School that works effectively with all stakeholders.
- A caring School where you can make a real difference to the lives of young people.

In return we can offer you:

- An opportunity to work within an inclusive and values driven organisation.
- Extensive support to develop your potential in this forward-thinking trust at an exciting time in our development.
- An opportunity to be part of a team of welcoming, dedicated and hardworking individuals.
- A true commitment to Continuing Professional Development with access to over 180 courses via the National College.
- Healthcare in the palm of your hand with Medicash, a Health Cash Plan that is paid for by the Trust and gives access to a range of benefits to support your wellbeing including:
 - Covering the costs towards optical, dental and alternative therapy treatments such as Reflexology, Reiki and Indian head massage.
 - Health screening, discounted gym memberships and a large range of retail discounts.
 - Support with mental health, including access to 8 in person counselling sessions.
 - Virtual GP - Accessible by smart phone or computer, same day appointments available at a time that suits you.
 - Children can be added for free and share your Medicash benefits.

How to Apply

Closing Date: 9:00am, Thursday 30th November 2023

Interview Date: w.c 4th December 2023

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

We are committed to **equality of opportunity** for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We ask that you do not send CV's, and applications are to be completed via our vacancy portal:

[Vacancies at Oak Learning Partnership \(oaklp.co.uk\)](http://oaklp.co.uk)





“Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers’ consistent application of leaders’ behaviour policy means that learning is rarely disrupted by poor behaviour”.

Ofsted Report 2023

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Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards Trust wide projects.

Normal working hours: 1265 hours per annum worked as per the Teachers Pay & Conditions.

Responsible to: The Headteacher / Director of Maths / English

Please note this position is suitable for both Primary and Secondary trained practitioners.

PURPOSE OF THE POST

All teachers are expected to carry out the duties of a schoolteacher, as detailed in the Teachers Pay and Conditions Document which is updated annually. This includes being a form tutor and participating in the School's Personal, Social and Health Education Programme when appropriate. This post predominantly involves the teaching of core subjects at Year 7 and the appointed person will work under the supervision of the Directors of Maths and English, with one as the Line Manager.

The successful candidate will be a high quality teacher who has the skills and motivation to develop the practice of self and others. They will have a working knowledge of current pedagogy and practice. The post will support innovation and improvements in teaching and learning strategies within the transition years from Key Stage 2 – Key Stage 3. The successful candidate will identify those students who need an enhanced academic transition between Key Stages and help develop a supportive and challenging curriculum pathway that allows students to rapidly access age appropriate learning. Essential to the role is the opportunity to work collaboratively with other organisations to ensure that we are at the forefront of developments in education.

MAIN DUTIES AND RESPONSIBILITIES

- To be a model of high-quality adaptive practice within the classroom.
- To support innovation of teaching initiatives and strategies throughout student transition which raise the practice of all members of the school and impact positively on the performance of students.
- To develop the quality of learning within English and Mathematics in Year 7 especially for those students who are not achieving age-related expectations at the end of Key Stage 2, enabling them to become confident and skilled learners.
- To support the development of a transition curriculum and assessment ensuring progression in knowledge and understanding.
- To lead scaffolded teaching in the classroom, using phonics approaches to support students with gaps in their learning.

- To contribute to raising standards of student attainment.
- To keep abreast of current initiatives in education through an involvement in action research and collaboration with other organisations.
- To contribute to your Faculty area's input into school improvement.
- To contribute to joint development practice identifying best and next practice, sharing it with others within the subject areas and the school.
- To be aware of and uphold whole school policies and procedures, with particular regard to Safeguarding and Data Protection.
- To contribute to meetings, so that they are productive and focussed on teaching and learning, progress and inclusion.
- To monitor and support the overall progress and development of students as a Form Tutor.
- To register classes taught at the commencement of school and during lesson time and to utilise the SIMS system to indicate concerns or record rewards.
- To contribute to the implementation, effectiveness and impact of the school and department assessment system to ensure pupil progress for all and for specific sub-groups.
- To plan and prepare schemes of learning and lessons which address the needs of the class assigned and make provision for this in planning.
- To ensure that the learning environment is safe, stimulating, conducive to the promotion of good behaviours and provides pupils with the opportunity to link lessons to whole school practices e.g. careers, keywords, numeracy and literacy.
- To use data to create a personalised learning environment, addressing exceptional performance and underachievement for pupils.
- In line with school policies, to regularly set, mark and feedback on student homework tasks, which are appropriate to need.
- To be an active participant in the school's professional development programme to ensure best practice and continuing professional development.
- To alert the appropriate staff to the problems experienced by students and what strategies have already been explored, so that issues can be speedily resolved.
- To ensure that arrangements for setting appropriately challenging cover work is provided during any absence.
- To undertake regular liaison with Teaching Assistants or other Associate staff to share strategies and resources to ensure targeted pupil progress.
- To promote high expectations of students, appropriate attainment and progress targets and ensure that minimum targets are met and employ effective intervention strategies where this is not the case.
- To be accountable for the outcomes of the pupils in their class.
- To provide detailed feedback to parents via the schools reporting system and parents' evenings.

SPECIFIC RESPONSIBILITIES

- Teaching, learning and assessment delivery of the specification requirements for core subjects in Year 7.
- Developing and maintaining high standards of teaching and learning.
- Assessment, Recording and Reports within the framework of subject areas.
- Keeping in touch with new developments and knowledge with a view to proposing new innovations.
- Management of teaching areas
- Attending relevant meetings.
- To aid the Director, as appropriate.
- To provide appropriate homework, which challenges and enables pupils to realise their own greatness.

Primary Practitioner Person Specification

| | | |
|---|--|--|
| CRITERIA | Experience and Qualifications: On their application form, candidates will demonstrate that they have the following qualifications and school experience: | |
| ESSENTIAL | | DESIRABLE |
| <ul style="list-style-type: none"> Degree-level qualification or comparable learning experience and/or relevant professional qualification. Qualified teacher status. Evidence of improved student outcomes. | | <ul style="list-style-type: none"> High Quality, adaptive classroom practitioner who is passionate about teaching. Recent and relevant experience of working successfully within a school or LA, particularly at upper KS2/ lower KS3. Knowledge of how to teach reading through phonics. Training and experience of working with children with special educational needs. |
| CRITERIA | Skills, Abilities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following skills, abilities, and attributes: | |
| ESSENTIAL | | |
| <ul style="list-style-type: none"> Ability to work collaboratively within a school. High level people skills including communication, interpersonal and intrapersonal skills. Ability to work under own initiative, to identify work priorities and manage own work to meet targets and deadlines. Ability to establish positive beneficial relationships with staff & students. Ability to monitor and evaluate student achievement and report results. Ability to use formative and summative assessment for progress and development. Be an honest and open person. Creative, reflective and analytical. Be aware of the importance of work/life balance. Willingness to 'go the extra mile' to support colleagues. Kind, caring and genuine. | | |
| CRITERIA | Specific Requirement: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour: | |
| ESSENTIAL | | |
| <ul style="list-style-type: none"> Knowledge and understanding of the skills and knowledge required at the end of Key Stage 2. Knowledge and understanding of the Maths and English National Curriculum at Key Stage 3. To have good Maths and English subject knowledge (although training will be provided) To know how to use in-class intervention strategies to help students to make progress. To be able to contribute to the preparation of centralised planning resources. To be able to adapt centralised planning resources, such as lesson PowerPoints, to meet the needs of the children in individual classes. Clear understanding and commitment to equalities, inclusion and access issues. Genuine commitment to young person participation in evaluation and decision-making. Knowledge and Understanding of how to safeguard children and young people. | | |

Inclusion is at the heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Hazel Wood High School, which is a member of Oak Learning Partnership Trust.

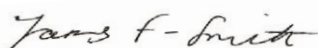
Our trust is a cross phase partnership which consists of primary, special and secondary schools. We have a vision to create a family of world-class schools who transform the lives of young people. The shared principles of our schools have aligned ways of working whilst still retaining their individuality. We are ambitious, supportive of one another and we look to achieve excellence in inclusive education. 'Inclusion is at the heart of our trust'.

Our schools work closely with one another: they collaborate with purpose, support each other, and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

One of our shared principles is 'our people matter', we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and with this, will come multiple development opportunities for our staff. We are committed to making a difference on a wider scale, whilst continuing to build on our current strengths. Above all we are a values driven organisation and we are passionate about doing things in the right way with deep integrity.

If you want to make a difference to young people, want to work in a values driven environment, and this role applies to you, we would love to hear from you.



James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk



Our Shared Principles

We expect all staff at Oak Learning Partnership to embrace our Shared Principles:



Values-Driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.



Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.

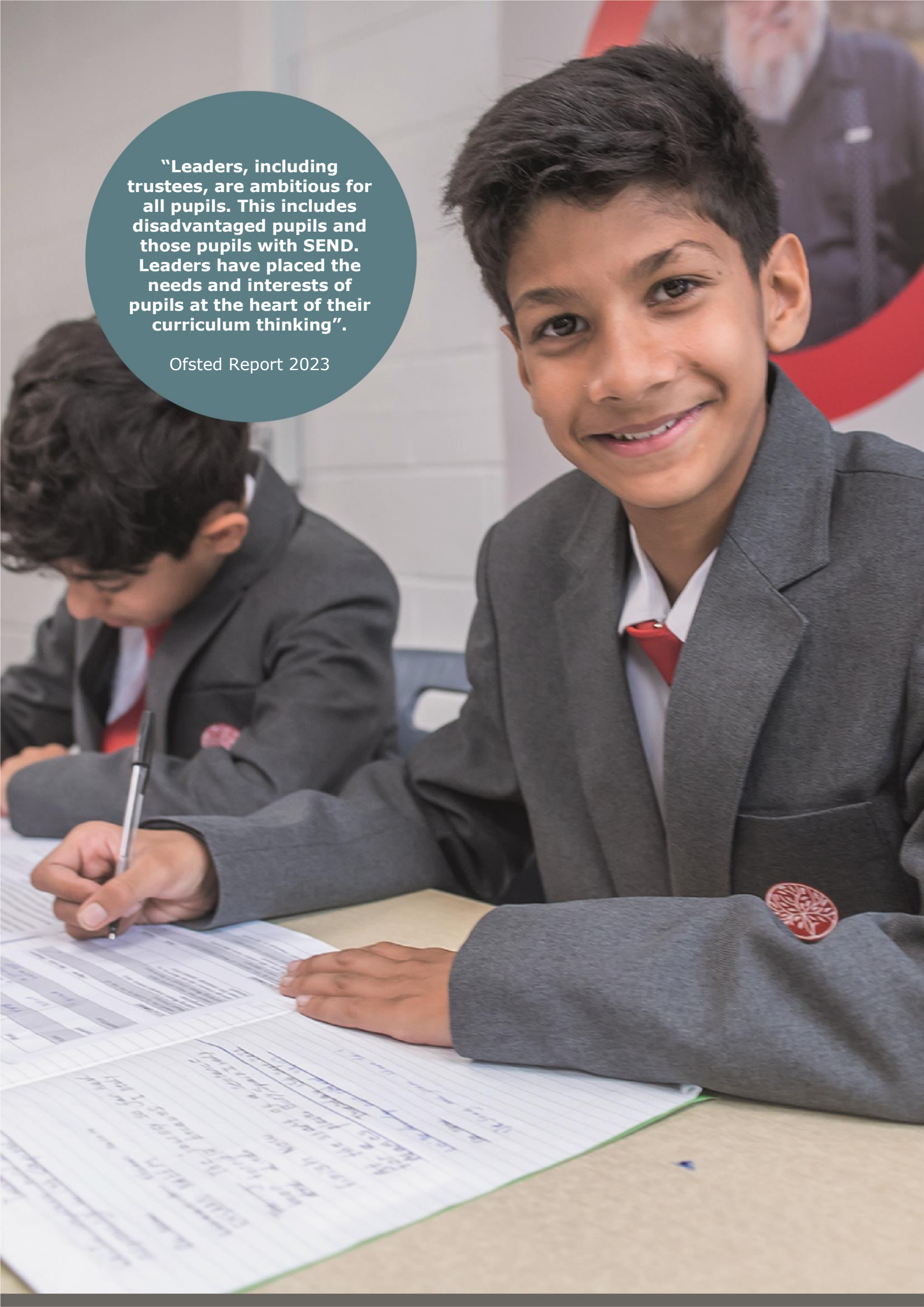


Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.

“Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking”.

Ofsted Report 2023





Workload Charter

As a trust, we are committed to supporting the wellbeing of all our staff, this starts with ensuring that the culture across all of our schools is one where staff feel well supported, cared for and part of a community. We also understand there needs to be practical steps in place to ensure workload can be managed and reduced. Our workload charter sets out what staff can expect as part of their role within the trust.



Email Embargos

No expectation that emails should be responded to out of working hours.



Working Practices

PPA arrangements? Working Time Directive? ECT Time.



Investment in Staff

Clear career progression and funding available for CPD.



Induction

Agreed programme of induction for all staff.



Open Door Policy

Open door policy allowing easy access to senior leaders.



Staff Rooms

Are comfortable, dedicated, physical space within school where staff can take time out.



School Calendar

Planned and managed by SLT and issued at the beginning of the academic year.



Systems

Adapt systems to make the process effective and free up more time.



Communication Strategies

Agreed protocols in each school for communication.



Staff Training Days

Lunch provided for staff on day long training events.



Staff Voice

Annual Staff wellbeing Survey and regular feedback drop-in sessions.



Wellbeing Directory

(Trust-wide)



Staff Christmas Dinners

All staff are provided with a Christmas Dinner.



Residential Payback

Staff received time back following their involvement in residential trips.



Instructional Coaching

Is adapted by all trust schools allowing staff to practise and develop their skills.

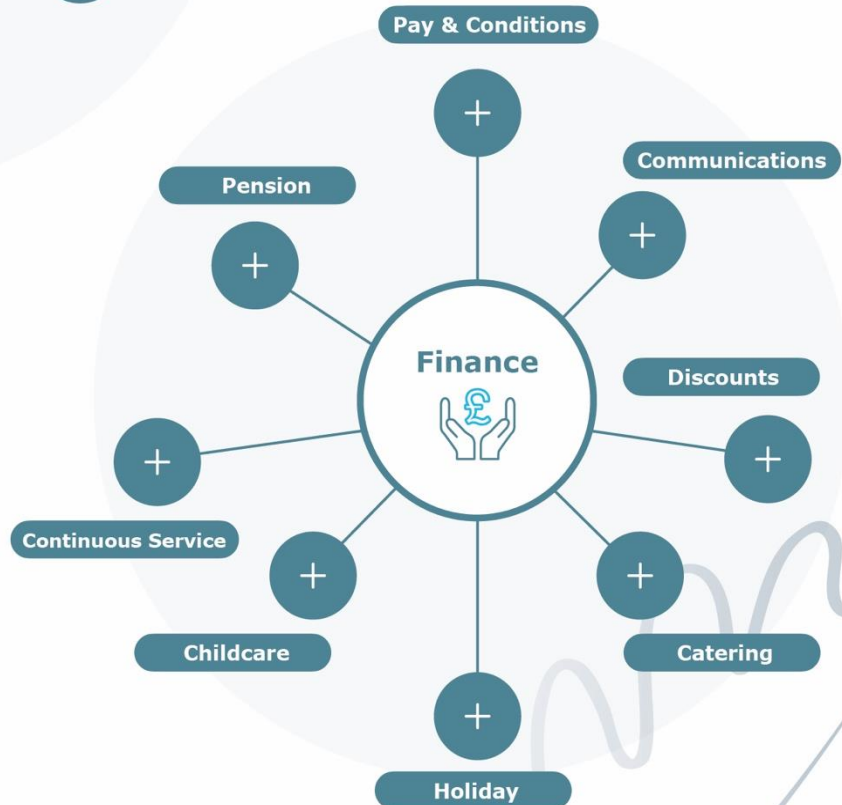
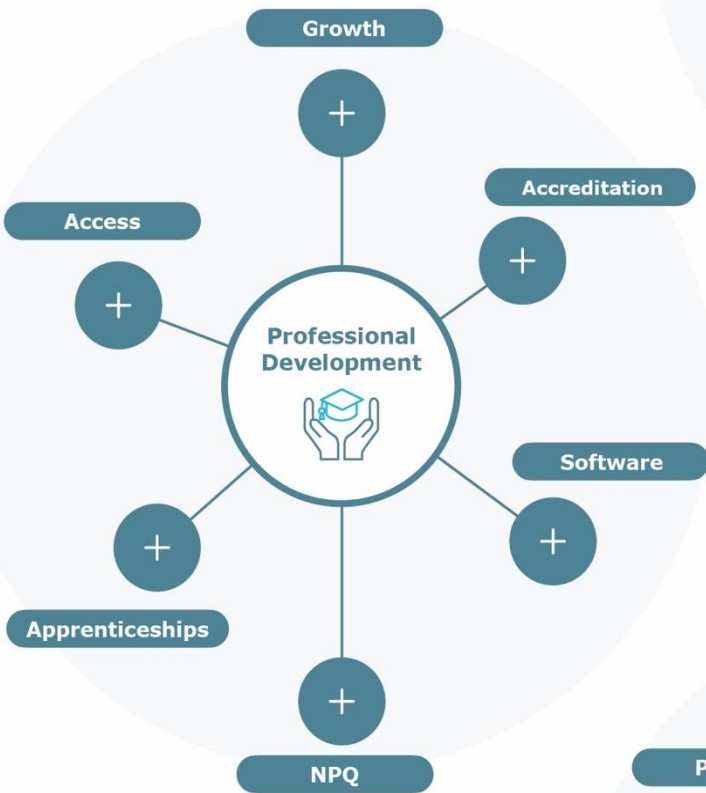


Being Flexible

Flexible Working policy and practises available.

Staff Benefits

In order to attract the strongest talent, we offer a competitive reward and benefits package





Hazel Wood
High School

Hazel Wood High School

Hazel Avenue
Bury
Lancashire
BL9 7QT

0161 797 6543

recruitment@oaklp.co.uk

www.hazelwoodhigh.co.uk



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