



BELIEF IN EVERY CHILD



WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

Thank you for your interest in this post. Please take some time to have a look at this pack and gain a sense of who we are and what we stand for. All Multi-Academy Trusts are different and we are keen to explain why we believe that our values and ethos make us a great employer.

The Blackdown Education Partnership is a newly formed trust created by the merger of two founding trusts which shared some important similar values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to deliver on our mission.

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

All of our schools share this purpose and we work closely together to understand and deliver it.

We do not believe in creating schools which are replicas of each other. Our philosophy of aligned autonomy enables Headteachers to make effective decisions within the context of each individual school. We do not have a common curriculum but we do have a view on excellence and seek to harness the expertise of our subject leads to ensure that each school delivers schemes of learning that are rigorous, inspiring and rich in knowledge. Curriculum and other leaders across our schools meet regularly to network, share and moderate and the Trust operates a well-developed programme of peer-review to ensure that leaders are challenged, supported and have access to excellent professional development.

Our schools are all characterised by a strong ethos, ambitious culture and compassionate environment which together drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions. A large number of colleagues are currently undertaking leadership development training which ranges from the full suite of NPQs to some more bespoke leadership programmes run through our outstanding network of partners.

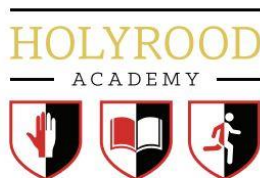
We take staff wellbeing seriously and take active steps to reduce workload. We have a wellbeing offer which ranges from gym membership and support with personal fitness to talking therapies and reflexology.

We are always willing to consider flexible working requests and job-shares and pride ourselves on a family friendly approach across our schools. The best resource we can provide for pupils is highly skilled, happy and fulfilled staff.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER





HEADTEACHER: MR DAVID MacCORMICK

WELCOME TO HOLYROOD ACADEMY

Dear Applicant,

Thank you for your interest in this post.

Holyrood exists to serve its community as such; we are looking for a high quality, enthusiastic Primary Teacher for 3 days a week, fixed term until 31/08/2025, who shares our commitment to ensuring that the young people we serve receive the best possible standard of education. You will join a positive and hard-working team of staff who are absolutely focussed upon bringing our vision for the Academy to fruition.

We seek to establish a mission for social justice at Holyrood: one that promotes social mobility and allows students to achieve brilliantly, regardless of their background. However, we are also developing a school culture wherein students feel happy, are invested in the wider aspects of school life and are not ashamed to aim extremely high.

We are a school that values the building of positive and compassionate relationships with students and we place high aspiration, quality classroom delivery and 'feeding the Holyrood culture' at the heart of what we do.

If you would like an informal telephone conversation with me or to visit the Academy please email your contact details to dmaccormick@holyrood.bep.ac so I can arrange to call you.

If this vision matches your own, we would be delighted to hear from you.



Mr Dave MacCormick – Headteacher

Zembard Lane | Chard | Somerset | TA20 1JL | T: 01460 260100 | E: office@holyrood.uat.ac | www.holyrood.bep.ac



The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our Designated Safeguarding Lead is Mr J Scott. Safeguarding is our most important responsibility as a school. Happy and healthy students, who are free from harm, are more likely to be successful throughout their education and thrive on their journey towards adulthood. Should you wish to speak to a member of the Safeguarding Team please contact Mrs Roberts (troberts@holyrood.bep.ac). Blackdown Education Partnership is a company limited by guarantee, registered in England and Wales, number 07338835. An exempt charity.

BELIEF IN EVERY CHILD

The Opportunity



Primary Teacher – 0.6FTE

Required: September 2024

Hours: 0.6FTE, Fixed term until 31/08/2025

Salary: MPS

Working alongside our current Primary Teacher, to provide high quality teaching and promote effective learning for KS3 students who remain working within the KS1 curriculum.

Job Purpose

- Take responsibility for planning and implementing agreed schemes of work for all children in the designated intervention, within the framework of statutory and recommended national and Academy policies.
- Maintain assessment records and to report on students' progress to senior staff and parents/carers, in accordance with national and Academy policy.
- Manage additional adults who are deployed to work with the intervention group and/or specific students with identified special needs and/or disabilities (SEND).
- Safeguard students, adhering to the Academy's agreed staff handbook and safeguarding/child protection policies at all times.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

See the Job Description for a full breakdown of the role and responsibilities.

The closing date for this post is 9am on 17th April 2024 with interviews the week beginning 22nd April 2024

Job Description



Job Title: Primary Teacher

Location: Holyrood

Pay Grade MPS

Hours of Work: 0.6 FTE, Fixed term until 31/08/2025

Key Relationships: Staff, Students, Parents

Reporting to: SENDCo

Classroom responsibilities

- Plan, differentiate and mark student's work in accordance with national and Academy policies.
- Ensure that all students experience a broad, balanced and stimulating curriculum offer, in line with the agreed curriculum maps and statutory guidance.
- Actively differentiate teaching and learning experiences so that each student has the opportunity to make excellent progress and achieve standards that meet his/her full capability.
- Ensure that all students, including those in identified contextual groups, make at least good academic progress and outstanding progress wherever possible.
- Provide students with opportunities to manage their own learning (e.g. Assessment for Learning) and become independent learners.
- Create a secure, safe and stimulating classroom environment and maintain the highest standards of organisation, behaviour and discipline.
- Set high expectations for students' behaviour establishing and maintaining a good standard of discipline through well focused teaching, effective classroom management and through positive and productive relationships.
- Maintain a high standard of display within the classroom that supports and enhances students' learning.
- Arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and encourage students to become responsible for their own learning.

BELIEF IN EVERY CHILD

- Work collaboratively with colleagues to undertake medium and short-term planning that supports students within the identified intervention group to transition to mainstream secondary lessons.
- Assess students' progress, maintain records and provide written reports to parents/carers in accordance with Academy and national policies.
- Communicate openly and clearly with parents, carers and outside agencies about children's wellbeing & safety and their progress & attainment.
- Ensure that Academy aims and objectives, in relation to the curriculum, equal opportunities, safeguarding and discipline are promoted in everyday classroom organisation and practice.
- Liaise with Academy-based and other external professionals and support staff as required.
- Take responsibility for the management of other adults as described in the purpose of this post.
- Proactively research and undertake continuous professional development (CPD) opportunities through and participate actively in the Academy's arrangements for appraisal and performance management.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- Liaise with support staff, such as Teaching Assistants, to ensure a coherent programme of study for students in the classroom.
- Attend staff briefings and departmental meetings as required.
- Carry out a share of supervising duties in accordance with published schedules.
- Carrying out such other tasks commensurate with the above as may be required from time to time by the Headteacher.

Knowledge and understanding:

- Have a sound knowledge and thorough understanding of the concepts and skills required to teach phonics and basic numeracy skills and a detailed knowledge and understanding of the National curriculum programmes of study at KS1.
- Understand the framework for teaching reading, writing and maths and the routes of progression within these.
- Understand and know how national, local comparative and Academy data can be used to set clear targets for students' achievement.
- Understand how students' learning is affected by their physical, intellectual, emotional and social development.
- Be familiar with health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

Attributes and professional contribution to the community

- Establish a safe and stimulating environment for students rooted in mutual respect.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

- Contribute positively and effectively to working relationships across the school through positive contribution in academic, pastoral and other school meetings.
- Make a positive contribution to the wider life and ethos of the school.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents/carers and take part in liaison events with parents and agencies outside school, as appropriate.

Safeguarding

- Attend all safeguarding training as directed.
- Follow Trust procedures and report any concerns to the relevant DSL

Data Protection

- Ensure that legislation and Trust policies and procedures relating to confidentiality and data protection are adhered to.

Special Factors

This role may involve some traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of the central Trust office, will be as per the Trust's travel policy.

The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility, as required.

The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Policies and Procedures including Health and Safety and Data Protection requirements and to be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Employee signature:

Date:

Person Specification



Primary Teacher

	Essential	Desirable
Qualifications	Qualified Teacher Status (QTS) and evidence of continued professional development	Relevant additional subject or age-specific training/qualifications
Experience	<p>A track record of a least 'Good' teaching in Early Years/Key Stage 1</p> <p>A minimum of 2 years' experience within Early Years/Key Stage 1</p>	<p>Experience of teaching across the primary age range.</p> <p>Working within an environment where the majority of students are not working at ARE and whose self-esteem and confidence has been negatively impacted by this.</p>
Knowledge and understanding	<p>Teaching and learning strategies that can be used to facilitate excellent progress for all children.</p> <p>Effective behaviour management techniques.</p> <p>The monitoring, assessment, recording and reporting of children's progress.</p> <p>The statutory requirements concerning safeguarding and child protection.</p> <p>A thorough understanding of how to teach phonics and basic numeracy skills – particularly to those students not working at ARE.</p> <p>Planning targeted intervention support to focus on identified gaps within basic knowledge and skills.</p>	<p>Knowledge of the KS3 and KS4 curriculum</p> <p>Evidence of contributing towards developing schemes of work</p>
Abilities and Aptitudes	<p>Establish and develop close relationships with students, parents, and the community.</p> <p>Communicate effectively (both verbally and in writing) to a variety of audiences including colleagues and children alike</p>	<p>Ability to support colleagues to understand the difficulties students are facing with their learning and provide advice on how to support them effectively.</p>

	<p>Work effectively with other adults in the classroom, such as teaching assistants to ensure that they are deployed effectively whilst in the class.</p> <p>Create a happy, challenging, and effective learning environment, where students feel safe to take risks.</p> <p>Excellent classroom management and high standards of classroom organisation.</p> <p>High level administrative and organisational skills</p> <p>Ability to listen, adapt and reflect.</p> <p>A willingness to use ICT to enhance learning opportunities</p>	
Personal Qualities	<p>A genuine love of teaching and rapport with young people.</p> <p>Ability to inspire and enthuse young people.</p> <p>Excellent interpersonal skills</p> <p>Creativity, originality, and the ability to think and act innovatively.</p> <p>Resilience, determination, and relentless positivity</p> <p>Flexibility</p>	



We believe in the potential of every child

OUR MISSION

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

Our Schools



UFFCULME PRIMARY SCHOOL



BELIEF IN EVERY CHILD



LOCATIONS

All our schools are situated in the beautiful countryside of Devon and Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



