



# Diocese of Salisbury Academy Trust

*'Beyond expectations for all of God's children'*



## St. Andrew's CE Primary School

### Reception Teacher & Early Years Lead



### Recruitment Pack



# Welcome to the Diocese of Salisbury Academy Trust (DSAT)

**and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.**

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-two academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at [www.dsat.org.uk](http://www.dsat.org.uk). We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

## **This recruitment pack includes:**

### **Our School**

Brief outline of who we are and what we do

### **Job Advert and How to Apply**

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

### **Job Description and Person Specification**

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

### **DSAT Vision and Values**

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

### **Equal Opportunities Monitoring Form**

We are committed to equality in the workplace and supporting the development of all our employees.

### **Privacy Notice**

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.



St. Andrew's  
CE Primary School

## Letter Headteacher

St Andrews CE Primary School

Littlemoor Road

Weymouth

Dorset, DT3 6AA

Telephone: 01305 832346

Email: [office@standrews.dsat.org.uk](mailto:office@standrews.dsat.org.uk)

[www.standrewswey.dsat.org.uk](http://www.standrewswey.dsat.org.uk)

Dear Applicant,

Are you someone who can **#makeadifference** to the children in our school?

We are seeking an enthusiastic, inspiring and child-centred teacher who has extensive knowledge and understanding of the Early Years Foundation Stage to be our Reception class teacher and lead our Early Years pod.

St Andrew's CE Primary School is a one and a half form entry primary school, with room to grow. Our Early Years pod was created nearly 3 years ago when our pre-school, The Mulberry Bush, joined the school. There has been recent work on developing the outdoor learning environment for the Reception class and there is, excitingly, much potential left in developing both the Early Years environment and the curriculum provision.

The school received a good grading by Ofsted in January 2020 which was a testament to the improvements the school had made. However, we are a school which is constantly seeking to improve and wish to ensure that it continues to make a difference to pupils' lives. The school is developing a vibrant curriculum so that children leave school with a passion for learning, already having a secure and wide knowledge base and skills which will equip them for the next phase of their education, as well as life.

We are proud of our church school ethos and our partnership with the local churches. Our Christian vision has driven much of our work. We value our partnership with our local community and parents and a look on our Facebook page <https://www.facebook.com/standrewswey/> will show how important this is to the school.

We genuinely value the positive contribution of every member of our team, provide extensive continuing professional development and are keen to welcome other like-minded staff. We are part of the Diocese of Salisbury Academy Trust and work collaboratively to achieve the best outcomes for all children in the Trust.

### **We are looking for someone who:**

- Is passionate and knowledgeable about the Early Years
- Is determined to help our children learn and achieve
- Understands that positive relationships are key to successful working with children
- Has excellent communication skills (written and oral) and the ability to keep accurate records
- Is creative and can embrace change

- Has energy, enthusiasm and resilience
- Is able to show reflectiveness and persistence when dealing with complexity
- Is an excellent team player; valuing the contribution of others, receptive to feedback, confident to use own initiative and communicating with colleagues regularly
- Places safeguarding at the heart of the school
- Genuinely wants to be part of our future

**We can offer:**

- Young people who love their school and are excited by learning
- A team of dedicated staff who believe in keeping the children at the heart of everything they do
- A collaborative desire to be the very best we can be
- Opportunities for professional development
- A positive, caring school ethos firmly rooted in our Christian values
- A strong and supportive parent body
- Links to a network of schools and professional development through our supportive Academy Trust

Thank you once again for your interest in the post. I hope that you find all the information you require about our school on our website at [www.standrewswey.dsat.org.uk](http://www.standrewswey.dsat.org.uk), we also welcome visits to our school too.

We look forward to receiving your application if you feel you can *#makeadifference* in our school.

With very best wishes,

*Sam Harris*

Sam Harris  
Headteacher





St. Andrew's CE  
Primary Academy

Our vision is that we work to be

**Making a difference for good, with each other,  
everyone, in our community.**



***'Let all that you do be done in love'***

Corinthians 16:14

At St Andrew's our vision and values underpin all we do. Inspired by the unconditional love shown by God we are motivated ourselves to show love and **make a positive difference (for good)**; to work collaboratively **(with each other)**; to embrace diversity **(everyone)** and to reach out across our school and society **(in our community)**.

The concept of making a difference threads through every aspect of our school life, and is supported by the 'Starfish story', recognising the link with our own class names and sea theme.



*A man was walking along a deserted beach at sunset. As he walked, he could see a young boy in the distance. As he drew nearer, he noticed that the boy kept bending down, picking something up and throwing it into the water. Time and again he kept hurling things into the ocean. As the man approached even closer, he was able to see that the boy was picking up starfish that had been washed up on the beach and, one at a time he was throwing them back into the water. When the man asked the boy what he was doing, the boy replied, "I am throwing these washed-up starfish back into the ocean, or else they will die through lack of oxygen. "But", said the man, "You can't possibly save them all, there are thousands on this beach, and this must be happening on hundreds of beaches along the coast. You can't possibly make a difference." The boy smiled, bent down and picked up another starfish, and as he threw it back into the sea, he replied: **"Made a difference to that one"**.*

We have recently reviewed our values:

**Kindness** – being friendly, considerate and generous towards ourselves, others and the world around us.

**Resilience** – being able to bounce back or withstand challenges, as well as to be able to reflect on something that has been difficult and use it to help us learn to improve or make changes.

**Respect** – being able to understand and celebrate differences between ourselves and others, show care and concern for ourselves, each other and the world.

**Responsibility** – being able to take charge of our actions and accepting our accountability over what we do. This can be in our learning, behaviour or how we care for each other and the world.

Through demonstrating each of our values we are able to show love and **make a difference** for good, with each other, to everyone in our community.





# Job Advert

|                       |  |
|-----------------------|--|
| <b>Job Title</b>      | Reception Teacher & Early Years Lead       |
| <b>Academy Name</b>   | St Andrew's CE Primary School              |
| <b>Location</b>       | Littlemoor Road, Weymouth, Dorset, DT3 6AA |
| <b>Contract Type</b>  | Permanent 1.0 FTE                          |
| <b>Salary</b>         | Main Scale / UPS for the right candidate   |
| <b>Pension</b>        | Teacher's Pension                          |
| <b>Contact</b>        | Sam Harris - Headteacher                   |
| <b>Closing Date</b>   | Wednesday 18 <sup>th</sup> May 2022 at 9am |
| <b>Interview Date</b> | Monday 23 <sup>rd</sup> May 2022           |
| <b>Start Date</b>     | September 2022                             |

## How to Apply

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give us a call and we will be happy to help you with as much detail as possible to support this process. We encourage visits to our academies, and these can be arranged between yourself and the school.

When you have enough information to make your decision to apply, please complete all sections of the application form.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews are to be confirmed and further details about the interview process will be emailed to the candidates in good time.

The Diocese of Salisbury Academy Trust is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS check will be required.



Please view our Privacy Notice for those who have applied to work at the Trust at [www.dsat.org.uk/data-protection](http://www.dsat.org.uk/data-protection)

# Job Description

**Job Title:** Reception Teacher & EY Lead

**Reports to:** Headteacher

**Salary Range:** Main Scale / UPS



## Main Duties:

### 1. Planning, Teaching and Class Management

- To teach allocated pupils by planning their teaching to achieve progression of learning through:
  - identifying clear teaching objectives and specifying how they will be taught and assessed;
  - setting tasks which challenge pupils and ensure high levels of interest;
  - setting appropriate and demanding expectations;
  - setting clear targets, building on prior attainment;
  - identifying SEN or very able pupils;
  - providing clear structures for lessons maintaining pace, motivation and challenge;
  - making effective use of assessment and ensure coverage of programmes of study;
  - ensuring effective teaching and best use of available time;
  - monitoring and intervening to ensure sound learning and discipline;
  - working in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;
  - putting the needs of the school's pupils first and actively promote and enthusiasm to learn;
  - actively promoting environmental sustainability;
- To use a variety of teaching methods to:
  - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
  - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
  - select appropriate learning resources and develop study skills through library, ICT and other sources;
  - ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
  - evaluate their own teaching critically to improve effectiveness.
- To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum.
- To take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies, and particularly the foundations for literacy and numeracy.
- To encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- To use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- To manage parents and other adults in the classroom.

2. **Monitoring, Assessment, Recording, Reporting**

To:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

3. **Other Professional Requirements**

To:

- have attained the National Standards for Qualified Teacher Status;
- enhance and update their teaching skills through continuing professional development;
- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time be determined.

4. **Leadership**

To:

- be accountable for the strategic leadership and management of a key area of our school
- take responsibility for the part that you play in the progress of the Academy Improvement Plan and contribute to it accordingly
- evaluate the work of the school, where necessary, taking steps to secure the highest possible outcomes for our learners

5. **To fully comply with the Trust's safeguarding policy**

6. This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.



**FAITH**  
MAKES THINGS *Possible...*  
NOT EASY



# Person Specification

|                                       | Essential  | Desirable   | Assessed                        |
|---------------------------------------|--|---|---------------------------------|
| <b>Education &amp; Qualifications</b> | <ul style="list-style-type: none"> <li>Have qualified teacher status</li> <li>Proven experience of teaching in EY or a key stage</li> <li>Use of ICT to support teaching and learning</li> </ul>   |   | Application Reference Interview |
| <b>Knowledge &amp; Understanding</b>  | <ul style="list-style-type: none"> <li>A secure knowledge of a key stage</li> <li>A secure knowledge and understanding of the teaching of phonics</li> <li>Ability to plan and deliver stimulating lessons</li> <li>Have an understanding of how to use assessment for learning</li> <li>Be able to keep detailed records and monitor children's progress</li> <li>Be able to use a variety of behaviour management strategies</li> <li>Have an understanding of SEND</li> <li>Keep up to date with current initiatives</li> </ul> | <ul style="list-style-type: none"> <li>Evidence of recent and relevant professional development</li> </ul>  | Application Reference Interview |
| <b>Skills &amp; Abilities</b>         | <ul style="list-style-type: none"> <li>Be an excellent teacher</li> <li>Ability to differentiate for individuals</li> <li>Have an understanding of learning styles and child development</li> <li>Be able to work as part of a team</li> <li>Have the ability to lead curriculum subjects</li> </ul>   | <ul style="list-style-type: none"> <li>Use data to inform school target setting</li> <li>Experience of leading a curriculum area in school</li> </ul> | Application Reference Interview |
| <b>Working with others</b>            | <ul style="list-style-type: none"> <li>Be able to build positive relationships with children and adults</li> <li>Be a role model to staff, children and the community</li> <li>Liaise with and report to parents, governors and outside agencies</li> </ul>  | <ul style="list-style-type: none"> <li>Show experience of working alongside others</li> </ul>   |                                 |
| <b>Personal Attributes</b>            | <ul style="list-style-type: none"> <li>Organised</li> <li>Flexible</li> <li>Enthusiastic</li> <li>Committed</li> <li>Self-motivated</li> <li>Excellent communication and interpersonal skills</li> <li>Show initiative</li> <li>Resilient</li> <li>Be reflective on own practice</li> <li>Have a desire to engage in own professional development</li> <li>Good sense of humour!</li> </ul>  |   | Reference Interview             |

|                   |  |  |                     |
|-------------------|--|--|---------------------|
| <b>Leadership</b> | <ul style="list-style-type: none"> <li>• Can demonstrate high levels of effectiveness in current post</li> <li>• To show a high degree of empathy, integrity and initiative</li> <li>• Experience of leading a team</li> <li>• To be a starter and a finisher; demonstrating commitment and passion in your career to date</li> <li>• Ability to inspire and motivate a diverse group of people</li> <li>• To communicate clearly and effectively, supporting and advising staff in all aspects of their work</li> </ul> |  | Reference Interview |
|-------------------|--|--|---------------------|



# Diocese of Salisbury Academy Trust

## *'Beyond expectations for all of God's children'*

Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

### **Children and young people at the heart of all we do**

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

### **Faithfulness to our Christian tradition**

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

### **Striving for excellence**

We love learning and are passionate about the high standards we can achieve in all aspects of life.

### **Collaboration**

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

### **Celebrating success**

We celebrate the achievements of every individual and share our successes widely.



*'I can do everything through Christ, who gives me strength'*



# Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. From January 2021, the Trust has twenty-two academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The Salisbury Diocesan Board of Education (SDBE), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to [www.dsat.org.uk/map](http://www.dsat.org.uk/map).