

Teacher Application Pack





Letter from Cathie Paine, Chief Executive, REAch2 Academy Trust

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Cathie Paine

Chief Executive, REAch2 Academy Trust



Letter from Mrs Kirsten Stone and Mr Matthew Jordan, Headteacher and Executive Headteacher

Dear Candidate,

This is a fantastic opportunity to join successful, vibrant, popular and happy school that is part of a large, dynamic and supportive Trust. You will be joining a school that has children from Nursery age all the way through to Year 6. We are very much an integral part of the local community, with great relationships with our families, community groups and other local schools. Our facilities are well-maintained and we have long-term financial stability and sustainability. For the last 10 years we have been over-subscribed and many parents have actively chosen to transfer their children to us if and when a space occurs.

Our ethos is very child-centered and, like our Trust, we constantly strive to provide our children with exceptional opportunities, not just within the classroom but also in the wider curriculum of our school. For example, raising over £2000 a year for national charities, winning local sports tournaments, writing Haikus for international competitions and interviewing our local MP, not to mention numerous performances throughout the year!

There are 3 key parts of our ethos: Grow, Persevere and Aspire. These encapsulate our purpose in preparing our children for a life of learning and to grow into confident, positive, responsible members of modern British society.

Our staff team is very friendly, skilled, experienced and highly-committed. We want someone to join us who believes that going that extra mile and making a difference to children's life chances is a pleasure.

Mrs Kirsten Stone and Mr Matthew Jordan
Headteacher and Executive Headteacher, Gunton Primary Academy

Our Cornerstones and Touchstones

REACH2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REACH2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REACH2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REACH2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the 'possible' in people as well as the 'actual'. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REACH2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REACH2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REACH2 at our website: www.reach2.org





The Advert

Contract type: Permanent

Pay Scale: M1 – M6 (£25,714 - £36,961) TLR opportunity

Working Hours: Full Time

Start date: 1st September 2022

We have an exciting opportunity for an exceptional teacher to join our committed, skilled and friendly team. Our fantastic children deserve only the very best teachers, who deliver lessons which ignite in them a lifelong passion for learning.

We are looking for somebody who:

- Has an outstanding track record of teaching and raising standards across KS1 and KS2
- Is who is passionate about delivering high-quality teaching and learning across the curriculum
- Can enthuse and engage children in their learning
- Has experience of successfully leading a core subject in a primary school
- Has experience of successfully leading and developing other staff in teaching and learning
- Is flexible and innovative in their ways of thinking
- Strives to be the best they can be

The successful candidate will also play a key role in mentoring ECTs (Early Career Teachers) and SCITT or other trainee teachers.

We can offer you:

- Amazing children to work with
- A firm commitment to both you and your professional development
- Welcoming, skilled, supportive, enthusiastic and hardworking colleagues, staff and governors
- Excellent trust-wide CPD opportunities
- Opportunities to further develop your career within our Multi Academy Trust, REACH2, the largest primary-only academy Trust in the country

We would love to hear from exceptional teachers, with primary-age experience and a genuine commitment to improving the life chances of the children they teach. If this is you, please get in touch to arrange a visit.



The application

Please download the Application form from our school website or email recruitment@guntonprimary.org

Please return your completed application forms to:

Mrs R Newrick – HR and Finance Officer, Gunton Primary Academy, Gainsborough Drive, Lowestoft, NR32 4LX Or Email: recruitment@guntonprimary.org

REACH2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an Enhanced DBS with Child Barred List check.

The application process and timetable

Application form deadline:	Midday on Friday 24 th June 2022
Interviews:	TBC

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REACH2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Job title	Teacher
Salary Scale	M1 – M6 (£25,714 - £36,961) plus a TLR for a candidate with the relevant skills
Responsible to	Headteacher / Acting Assistant Headteacher
Responsible for	The responsibilities of the post are to be performed in accordance with the duties outlined in the current School Teachers Pay and Conditions Document (2021) and in line with Teachers Standards (2013) and the SDIP.

Main Duties and Responsibilities

Teacher – Planning, Teaching and Classroom Management

The main responsibilities for this post are:

- To plan, prepare and teach lessons across Key Stage 1 and Key Stage 2
- Supporting the vision, ethos and policies of the school and promoting high levels of attainment and progress in the classes they teach.
- To identify clear learning objectives and outcomes, with appropriate challenge and high expectations
- Setting tasks which challenge children and ensure high levels of interest and engagement
- Setting clear targets, building on prior attainment
- Providing clear structures for lessons, maintaining pace, motivation and challenge
- Ensure children with SEND and additional needs are fully included and supported
- Evaluating own teaching critically to improve effectiveness
- Encouraging children to think and talk about their learning, develop self-control and independence, concentrate, and persevere and listen attentively
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to behaviour, standards of work and homework
- Using 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 children, identifying and addressing errors and misconceptions
- Ensuring children acquire and consolidate knowledge, skills and understanding appropriate to the subjects taught
- To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities
- Contributing to the pastoral care of children, promoting independence and good behaviour, in accordance with school policies.
- Developing the use of new and emerging technologies and techniques within the classroom.
- Creating and maintaining a secure and safe environment for the staff and students and for ensuring that all safeguarding and child protection procedures are adhered to.
- To ensure effective use of support staff within the classroom, including volunteers and students
- To liaise with outside agencies when appropriate e.g. Educational Psychologist
- To undertake shared routine duties associated with the organisation of the school. These will include playground duties and leading assemblies when appropriate
- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning
- To plan opportunities to develop the social, emotional and cultural aspects of pupils' learning

Monitoring, Assessment, Recording and Reporting

- To assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching
- Provide clear, regular feedback for children and set targets which build on prior attainment
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress
- Supporting the Headteacher and Phase Leader in the monitoring of the quality of teaching and children's attainment and progress, including the analysis of data

Curriculum Development and Leadership

- The development and monitoring of their curriculum subject.
- Supporting the creation and implementation of the school development plan, particularly where it relates to the subject they lead.
- Evaluating the effectiveness of the subject for which they are accountable for, in close collaboration with the leadership team.
- To be responsible for the development of at least one curriculum subject. To be prepared to lead and guide others in this subject
- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- To play an active role in mentoring and supporting ECTs and trainee teachers

Ethos

- To ensure that school and Trust policies are reflected in daily practice
- To support the Headteacher in promoting the 3 core learning values of the school: Grow, Persevere and Aspire and the 'family' ethos
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the school's Health and Safety policy and any school-specific procedures / rules that apply to this role
- To meet with parents and appropriate agencies, to contribute positively to the education of the children concerned
- To communicate and consult with parents over all aspects of their children's education – academic, social and emotional

Continued Professional Development

- To actively engage in continuing professional development
- To develop personal and professional skills and knowledge by taking part and where appropriate assisting with the school's In Service training programme, and by having a commitment to other CPD opportunities

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Headteacher. This job description will be reviewed annually and may be amended at any time, to meet the changing demands of the school, following discussion between the Headteacher and member of staff.

Person Specification			
Factors	Essential	Desirable	Measured By
Right to work in the UK (proof to be brought to interview)	✓		I
Qualifications <ul style="list-style-type: none"> A relevant degree Qualified teacher status Evidence of recent additional educational qualifications Current First Aid/Paediatric First Aid certificate 	✓ ✓	✓ ✓	A A A A
Experience <ul style="list-style-type: none"> Proven, highly successful teaching experience across Key Stages 1 and 2 Successful experience of leading a core subject Experience of actively and positively engaging with parents 	✓ ✓ ✓		A, I, R A, I, R A, R
Safeguarding <ul style="list-style-type: none"> Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. Commitment to the protection and safeguarding of children and young people Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children 	✓ ✓ ✓		A, I, R A, I A, I
Knowledge <ul style="list-style-type: none"> An understanding of child development and ability to recognise and respond to the individuality of children A clear understanding of the National Curriculum, planning, assessment and of modern, truly interactive primary school teaching techniques A thorough understanding of what constitutes high quality in educational provision, the characteristics of effective learning environments, and strategies for raising standards and outcomes for children An extensive knowledge and understanding of how to promote children's spiritual, moral, social and cultural development and good behaviour through effective management and leadership Experience of curriculum planning, assessing and recording. Knowledge of statutory requirements for the end of the phases in which they work and have experience of working with these A commitment to continuous professional development Know how to use local, national and statistics to evaluate the effectiveness of teaching Evidence of successfully mentoring/coaching teachers/NQTs 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	A, I, O A, I, O A, I, O A, I, O A, I A, I A, I A, I A, I

Skills <ul style="list-style-type: none"> Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning Have excellent communication skills with all stakeholders Ability to work effectively as part of a team of staff and governors Use effective ICT skills for teaching and learning Ability to demonstrate positive and highly effective behaviour management skills Be committed to a high quality, student focused approach to learning Maintain a high standard of behaviour through the use of praise and clear expectations and by following the school's behaviour policy Good organisational and time management skills A passion for learning and the ability to inspire children to reach their full potential Demonstrate a positive and professional attitude at all times Flexible and keen to adapt to meet the needs of school A commitment to providing extra-curricular activities A commitment to the involvement of parents in their child's learning A commitment to the integration of children with Special Educational Needs and Disability in mainstream school environment Experience of innovative use of ICT to enhance learning 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> A,I,O,R A,I,R A,I,R A,I,O A,I,O,R A,I,O,R A,I,O,R A,I,O,R A,I,O,R A,I A,I A,I,R A,I A,I,O
Personal Qualities <ul style="list-style-type: none"> Excellent organisational skills with a flexible approach An effective leader who can inspire, motivate and challenge others Supportive with the ability to work as part of a team Ability to work under pressure while maintaining a positive composure Positive, caring attitude, enthusiasm and sense of humour Ability to maintain confidentiality Commitment to personal and professional development Excellent interpersonal skills A sense of balance – with a life outside of school 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> A,I,R A,I,R A,I,R A,I,R A,I,O,R A,I,R A,I,R A,I,O,R A,I

All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices. Gunton Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS with Child Barred List disclosure will be sought as part of the Academy's pre-employment checks.

Gunton Primary Academy recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion. We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.