

KINGFISHER PRIMARY ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

CLASS TEACHER WITH TLR for leading science (PERMANENT)

CANDIDATE PACK



Open Letter from our Principal

Dear Candidate,

Kingfisher is a primary school in the heart of its community. As Principal, I am immensely proud to lead such a welcoming, hardworking and caring team. Also, to be able to work with kind, respectful children who want to learn and develop their understanding of the world is a privilege!

We are a vibrant, friendly two form entry primary school. At Kingfisher Primary our vision is to provide an inclusive environment where children participate, reach their potential and are proud of their achievements. All children will: gain experiences which enrich their lives, become responsible members of society and be ready for secondary school.

We aim to establish a strong partnership with our families in order to help build an environment where children can thrive and reach their full potential.

With over 400 pupils aged between 3-11 at Kingfisher Primary, we have a strong ethos of inclusion. We encourage all children to be confident, independent learners, caring for themselves as well as others around them. We set ourselves high standards of respect, resilience and achievement. As a team we are constantly striving to provide our children with the best possible education and a range of opportunities.

At Kingfisher Primary, our aim is to empower children in a life full of choices. We hope to provide experiences and the knowledge so that children can make informed decisions, encouraging children to take risks and to learn from their previous choices to help them to make better, informed choices as they move through life. We aim to foster a love of learning and develop enquiring minds through a curriculum especially tailored to our school and the needs of the children. Our curriculum drivers; heritage, knowledge of the world, cultural diversity, aspiration and healthy minds and bodies help our curriculum take shape. These drivers are our passions. We also place a high emphasis on the development of basic skills to support our children. We ensure that our children value themselves as unique individuals, respecting the differences and working together as a community to enable our children to develop as responsible citizens.

A key focus for leadership at Kingfisher relates to the well being offer for all staff. This offer focuses on creating a work life balance for all our staff; this filters through our policies, such as our Feedback Policy which makes responding to children's learning both meaningful and manageable using in the moment responses. We invest in staff development and work with our English and Mathematics consultants who provide ongoing training and development to support teaching and learning in classrooms from planning to how to resource teaching for all pupils.

In addition to day to day well being investment we use opportunities throughout the year to spend time as a staff developing as a team using an INSET day each year as a wellbeing day.

Over a number of years we have developed opportunities for families to engage with school through workshops, focusing on shared learning between parents and their children. We hope to continue our work on this over the coming years to strengthen our community links. Parent partnerships are regarded with upmost importance at Kingfisher. Only when working with families and sharing a common goal, do we achieve the very best for our children.

We welcome visits to the school to experience the atmosphere, ethos and approach and to have an opportunity to meet the children and staff who make Kingfisher a great place to be.

Best wishes,

Catherine Skinn

Principal at Kingfisher Primary Academy



We can offer you:

Enthusiastic and caring children who are keen to learn.

An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.

An opportunity to make a difference to the lives of the young people and families in Doncaster.

Commitment to your continuing professional learning and career development.

A hardworking team who are committed to promoting high achievement across the curriculum and school.

A good humoured, industrious, highly skilled and enthusiastic staff team.

Supportive and effective leadership.

Access to the Teacher's Pension Scheme and our Employee Assistant Programme.

Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.



Job Description

JOB TITLE:
Class Teacher (Permanent)
Within Upper KS2

REPORTING TO:
Principal

SALARY RANGE:
Main Pay Scale (M1 –UPS)
£30,291 - £45,764 per annum

CONTRACT TYPE:
Permanent

WORKING PATTERN:
Full time



Role Description

Purpose

To maintain a high standard of quality care and education through an excellent balanced, varied, and fun curriculum. To teach children, in accordance with academy aims and policies and National Curriculum requirements, to achieve their maximum potential. To promote the welfare of children within the academy and to safeguard their interests at all times. To work effectively as a member of the teaching team contributing to the care and holistic well-being and development of children.

Main Duties and Responsibilities

- Set high expectations which inspire, motivate and challenge all pupils
- Promote good progress and outcomes by all pupils
- Demonstrate good subject and curriculum knowledge
- Adapt teaching to respond to the strengths and needs of all pupils
- Plan lessons (in line with minimum expectations) and teach well-structured lessons
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities.

Set high expectations which inspire, motivate and challenge all 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 all pupils. Promote good progress and outcomes by all pupils.

Promote high standards of attainment, progress and outcomes for all pupils.

- Plan differentiated teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- 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 pupil's interests in these subjects and address misunderstandings and misconceptions
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject
- Ensure all pupils have access to a broad, balanced and relevant curriculum.

Plan lessons (in line with expectations) 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 and assess 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.

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 learn more effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and implement strategies to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning 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
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of pupils.

Role Description

Make accurate and productive use of assessment

- Make accurate and productive use of assessment in line with the expectations of the academy
- Make effective use of a range of assessment for learning techniques to measure progress in lessons
- 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 in both in classrooms and around the academy, in accordance with the academy'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 academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively (where available)
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents, carers and external agencies with regard to pupils' achievements and well-being.

Personal and Professional Conduct

- Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy
- Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities.

Values

- Makes the education of pupils within the academy the main purpose of the role of the teacher
- Accepts accountability for achieving the highest possible standards in their own work and conduct and to be able to be self-critical and reflective
- Acts with honesty and integrity at all times
- Is able to forge positive professional relationships.

Safeguarding/Child Protection

- Understands, accepts and follows the academy's Safeguarding / Child Protection procedures in order to protect the safety of all children and vulnerable adults
- To report matters of concern in line with the academy procedure.

Person Specification

Experience

- Successful teaching experience or evidence of successful completion of initial teacher training
- Successful classroom experience in a primary setting.

Education and Qualification

- Qualified Teacher Status
- Evidence of participation in professional development or study
- Commitment to ongoing and professional development
- Knowledge of the National Curriculum requirements
- Understands and values the processes of planning monitoring and evaluation as an aid to raising standards.

Skills and Knowledge

- Excellent classroom practitioner
- Ability to relate to and motivates pupils
- Works well within and contributes to team development
- Ability to work under pressure and recognise and manage stress
- Highly organised
- Good written and oral communication skills
- The ability to interpret statistics to support academy improvement
- Enthusiasm and determination
- Responds effectively to daily challenges
- Clear knowledge of and commitment to Safeguarding.
- **This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

