



Green Park Village Primary Academy

Recruitment Information Pack

Teacher and Phase Lead



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REAch2 Application Form

Green Park Village Primary Academy

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www.greenparkvillageacademy.org

Introduction and Safer Recruitment

Green Park Village Primary Academy (GPVPA) is a new school, situated in the new and growing Green Park Village development. It is REAch2's 60th primary school.

Green Park Village Primary Academy is part of REAch2's Cluster 9 (Reading) and is the fourth school in the cluster, joining Civitas Academy, The Palmer Academy and Ranikhet Academy.

We are looking to appoint a Teacher and Phase Lead to increase capacity across the school learning and teaching team.

Opening Green Park Village Primary Academy was exciting for the community and the school team involved and we are looking to continue to recruit to a team of committed and motivated individuals, with values and attitudes, which align with the REAch2 Touchstones:



Green Park Village 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 disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

Satisfactory written references will be sought post shortlisting and ahead of a selection process.



Enabling Excellence for Exceptional Futures

Context

Green Park Village Primary Academy is a new school in Reading, a highly populated, expanding and culturally diverse town in Berkshire. The academy has been built to serve a brand new community within a new and expanding housing development situated within the business hub of Reading. The academy is also local to other housing developments, built without a school. Green Park will have its own railway station, linking to Reading and then into London via mainline and TfL train lines and this is within five minutes' walk of the school.

Green Park Village Primary Academy will be a two-form entry primary school with a 26 (FTE) place Nursery attached. The school opened in September 2020 residing in its permanent stunning building from the start. Opening to new Reception cohorts each September, the school will grow year on year to a capacity of 420 learners with 26 (FTE) nursery places.

Our Literacies for Life:

Green Park Village Primary Academy will have an explicit focus on 'Literacies for Life'. All of the five Literacies relate explicitly to communication. Communication is central to learning and all interactions at Green Park Village Primary Academy. The Literacies will be golden threads woven throughout our curriculum and all learning and experiences in our school.

Our Literacies for Life are:

- 1/ Literacy- vocabulary, oracy, reading and writing;
- 2/ Emotional Literacy;
- 3/ Social Literacy;
- 4/ Digital Literacy;
- 5/ Cultural Literacy.

Vision and Aim

Our Vision and Aims

'Enabling Excellence for Exceptional Futures'

We aim for learners to be exceptional as people and learners, ready for the next stage of their futures:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society.

We will work together towards being an exceptional school:

- Where all children consistently achieve of their best- no limiting factors;
- Where all children develop high self esteem and self confidence, being able to make informed choices and to have high aspirations for their futures;
- That reaches out to further support the needs of our evolving community.

Values

Linking in to our vision, our school's values lie around the theme of 'GRIT' - aiming to be exceptional through passion and perseverance to long-term goals. This is the aim of the school team working together for our children and will be our aims for our children- to be exceptional as people and in their lives.

At Green Park Village Primary Academy our GRIT core values, which will become the attitude of our school community are:

Giving and gratitude
Resilience and readiness
Integrity and inspiration
Trust and teamwork

About REAch2

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 has academies based all across England and includes schools at various 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

Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

Our Regions and Clusters

Green Park Village Primary Academy is REAch2's 60th school, which are placed in ten Clusters in two regions. Green Park Village Primary Academy is in the South region and is in Cluster 9.

Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** 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 will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

The Green Park Village Primary Academy Team For September 2022 ^{v3}

Role	Status	More details
Head Teacher	Appointed	
School Business Manager	Appointed	
Administrator/Receptionist	Appointed	
Phase Lead and Teacher/ Teacher	To be appointed	
Teacher and SENDCo	Appointed	
Phase Lead and Teacher	Appointed for September 2022	
Teacher	Appointed for September 2022	
Learning Support Assistant	Appointed	
Learning Support Assistant	To be appointed for September 2022	
Learning Support Assistant	To be appointed for September 2022	
Higher Level Teaching Assistant	Appointed	
Site Manager	To be appointed- selection process on application	Full time and permanent contract Hours/ working pattern to be confirmed with successful candidate
Operations Support Assistant	Appointed	
Operations Support Assistant	Appointed	

*Job shares will be considered for full time roles, equating to a full time equivalent for the role

The Role

Post: Teacher and Phase Lead

School / Location: Green Park Village Primary Academy

Start Date: September 2022 or therefore after

Salary: MPS/ UPS plus TLR 2a

Closing Date: 31st August 2022 9.00 a.m.

Interviews: TBC

Are you:

- An excellent classroom practitioner excited to work in a brand new, state of the art school?
- Passionate about creativity, fun and learning through play?
- Warm in character and fully committed to team work, recognising that more can be achieved together than is possible an individuals?
- Determined to succeed and be relentless in the pursuit of excellence for our children?
- Willing to hold a flexible role at class, group and individual level, supporting the personalisation of learning for all children?

If so, you'll love to be part of our team developing Green Park Village Primary Academy to be a school at the heart of its community.

At Green Park Village Primary Academy we are looking for excellent practitioners to join our learning and teaching team.

We are looking for team members who are genuinely up for a challenge and who want to get involved with all aspects of our academy life. This is the chance to be part of something exciting and fulfilling and we are looking for team members who share the dream and pro-actively demonstrate the values and attitudes to make Green Park Village Primary Academy a truly special experience for our children and families.

We can offer you:

- A firm commitment to you and your professional development;
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and governors;
- A growing learning community;
- Encouragement to develop new ideas and the opportunity to make a real difference;
- Coaching and mentoring from experienced leaders;
- Fantastic 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;
- The unique opportunity to help develop and shape a brand-new school, including an innovative approach to curriculum provision;
- A stunning school environment, with state-of-the-art facilities.

There is no doubt about it, setting up the academy from new takes vision, dedication and hard work. Being part of that exciting and rare journey will be very rewarding in seeing the academy take shape over the next few years and being part of that vision and growth from the start.

An informal discussion with the Head Teacher, Gemma Jackson, is essential. This is an excellent opportunity to find out more about Green Park Village Primary Academy's vision, values and intended provision for our children and community.

Contact details are:

Email: office@greenparkvillageacademy.org

Phone: 0118 467 6222

How to apply:

Completed applications should be returned by email to:

office@greenparkvillageacademy.org

Closing Date: 31st August 2022 9.00 a.m.

Application Pack:

- REAch2 application form - attached
- Job Description - follows
- Person Specification - follows
- Equal Opportunities Monitoring Form –see below

Please note that CVs will not be accepted

We are 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 subject to an enhanced DBS check and receipt of satisfactory references.

Link to online Equalities and Diversity Monitoring Form

https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMIJXTkhNVIE0SIhKV0FWTEk2Wkw1TTUwRS4u

Job Description

Green Park Village 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 disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

Job title	Class Teacher
Salary Scale	Main Pay Scale M1-M6
Responsible to	Phase Lead/ Head Teacher
Responsible for	Learning Support Assistants (in class)
Purpose of Job	
-To carry out the duties of a school teacher as set out by the class teacher job description and the school teachers' pay and conditions document. -To lead a curriculum area within the school.	
Context of Role	
<ul style="list-style-type: none"> A class teacher will have responsibility for a class within the primary phase (Reception to Year 6). A Phase Lead (Learning Zone Lead) will hold responsibility for a designated Phase. The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise. All teachers make a valuable contribution to the school's development and, therefore, to the progress of all children. All teachers except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager. For newly qualified teachers, subject leadership will be taken by his/her line manager during the first year of employment at the school. 	
Class Teacher	
The main responsibilities for this post are: <ul style="list-style-type: none"> Supporting the vision, ethos and policies of the school and promoting high levels of achievement in the phase in which they work. Supporting the creation and implementation of the school development plan, particularly where it relates to the phase in which they work, or the subject they lead. Evaluating the effectiveness of the provision for which they are accountable for, in close collaboration with the leadership team. Organising and managing teaching and learning in their class and for the subject they lead. The development and monitoring of the curriculum provision. Supporting the Head Teacher and Phase Leader in the monitoring of the quality of teaching and children's achievements, including the analysis of data. The pastoral care of children, promoting independence and good behaviour, in accordance with school policies. Ensuring that parents are fully involved in their child's learning and development and well-informed about the curriculum, their child's individual targets, progress and achievement. 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. 	

Planning, Teaching, Class Management and Curriculum Development
<ul style="list-style-type: none"> • Identifying clear teaching objectives and specifying how they will be taught and assessed. • Setting tasks which challenge children and ensure high levels of interest • Setting appropriate and demanding expectations • Setting clear targets, building on prior attainment • Identifying SEND or very able children • Providing clear structures for lessons maintaining pace, motivation and challenge • Making effective and best use of available time • Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, 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, give attention to errors and misconceptions • Select appropriate learning resources and develop study skills through library, I.C.T. and other sources • Ensuring children acquire and consolidate knowledge skills and understanding appropriate to the subject taught • Evaluating own teaching critically to improve effectiveness • Ensuring the effective and efficient deployment of classroom support • Taking account of children's needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly for English and Mathematics • Encouraging children to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively • Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning. • 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 • Contribute to the whole school's development activities
Monitoring, Assessment, Recording, Reporting
<ul style="list-style-type: none"> • Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching • Provide feedback for children and set targets together for progress • Assess and record children's 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.
Strategic Leadership
<ul style="list-style-type: none"> • To promote and support the principle that all class based staff are leaders of learning. • Have high expectations of all children and support staff. • Think creatively and imaginatively to anticipate and solve problems and identify opportunities. • Liaise with staff to ensure smooth transition from one class/phase to another, including co-ordination of the 'handover' of relevant documents. • Help develop a highly effective phase team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress. • To 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.

Whole School/Other
<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person. • Be aware of and support difference and ensure that the school's equalities and diversity policies are followed. • Show a commitment to work outside directed time when required. • Contribute to and provide evidence for the school Self-Evaluation Summary. • Contribute activities are required to support the School Development Plan. • Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.
Leadership of Phase/ Learning Zone
<ul style="list-style-type: none"> • Lead the Phase School Development Plan Action Plan - write, action and evaluate; • Lead the self-evaluation of the Phase, linked to the actions in the School Development Plan; • Lead the development of the Early Years Curriculum; • Lead the personalised provision for all learners in Phase - interventions, support staff deployment, individual learning or pastoral plans; • Lead the development of effective learning and teaching in the Phase and across the school by sharing effective practice; • Supporting the Head Teacher in the monitoring of the quality of teaching and children's achievements, including the analysis of data; • Lead Phase communication and communication between Phases, to support the transition for all learners; • Lead Performance Management for an assigned team; • Hold high profile and visibility across the school in all areas as a Senior Teacher and member of the Leadership Team; • Be an active member of the school's safeguarding team.

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 Head Teacher. 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 Head Teacher and member of staff.

The jobholder is required to contribute to and support the overall aims and ethos of the school. 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.

Green Park Village 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.

Person Specification

Qualifications and experience	Essential	Desirable	Indicate if assessed at application or interview stage
A relevant degree	✓		Application
Qualified teacher status	✓		Application
Evidence of recent additional educational qualifications		✓	Application
Current First Aid/Paediatric First Aid certificate		✓	Application
Experience of working across the Early Years Foundation Stage and/or Key Stage 1.	✓		Application & Interview
Proven highly successful teaching experience.	✓		Application, Interview & Reference
Experience of effective involvement with parents.	✓		Application, Interview & Reference
Experience of working with children across the primary age range.		✓	Application, Interview & Reference
Experience of leading a subject.	☐	✓	Application, Interview & Reference
Knowledge and understanding			
An understanding of child development and ability to recognise and respond to the individuality of children.	✓		Application, Interview & Observation
A clear understanding of the National Curriculum, planning, assessment and of modern, truly interactive primary school teaching techniques	✓		Application, Interview & Observation
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	✓		Application, Interview & Observation
An extensive knowledge and understanding of how to promote children' spiritual, moral, social and cultural development and good behaviour through effective management and leadership	✓		Application, Interview & Observation
Experience of curriculum planning, assessing and recording. Knowledge of statutory requirements for the end of the phase in which they work and have experience of working with these.	✓		Application, Interview & Observation
A commitment to continuous professional development.	✓	☐	Application & Interview
Evidence of successfully mentoring or coaching teachers and NQTs	✓	☐	Application & Interview
Safeguarding			
Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application, Interview & Reference
Commitment to the protection and safeguarding of children and young people	✓		Application & Interview

Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children	✓		Application & Interview
Skills			
Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase	✓		Application, Interview, Reference & Observation
Have excellent communication skills with all stakeholders	✓		Application, Interview, Reference & Observation
Ability to work effectively as part of a team of staff and governors	✓		Application, Interview & Reference
Use effective ICT skills for teaching and learning	✓		Application, Interview & Observation
Ability to demonstrate positive and highly effective behaviour management skills	✓		Application, Interview, Reference & Observation
Be committed to a high quality, student focused approach to learning	✓		Application, Interview, Reference & Observation
Good organisational and time management skills	✓		Application, Interview & Reference
A passion for learning and the ability to inspire children to reach their full potential.	✓		Application, Interview, Reference & Observation
Demonstrate a positive and professional attitude at all times	✓		Application, Interview & Reference
Flexible and keen to adapt to meet the needs of school.	✓		Application, Interview & Reference
Commitment to extra-curricular activities and willingness to contribute to all areas of school life.	✓		Application & Interview
A commitment to the involvement of parents in their child's learning.	✓		Application & Interview
A commitment to the integration of children with Special Educational Needs and Disability in mainstream school environment	✓		Application, Interview & Observation
Experience of innovative use of ICT to enhance learning		✓	Application & Interview
Positive, caring attitude, enthusiasm and sense of humour	✓		Application, Interview, Reference & Observation
Ability to maintain confidentiality	✓ <input type="checkbox"/>	<input type="checkbox"/>	Application, Interview & Reference
Personal and professional integrity	✓ <input type="checkbox"/>	<input type="checkbox"/>	Application, Interview & Reference
Commitment to personal and professional development	✓ <input type="checkbox"/>	<input type="checkbox"/>	Application, Interview & Reference
Excellent interpersonal skills	✓ <input type="checkbox"/>	<input type="checkbox"/>	Application, Interview, Reference & Observation
A sense of balance – with a life outside of school	✓	–	Application & Interview

ADDITIONAL REQUIREMENTS

1. REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The post holder is expected to demonstrate a flexible approach in the delivery of work.

Consequently, the post holder may be required to perform work not specifically identified in the job description.

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Head Teacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above

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