

Dear Applicant,

Thank you for showing an interest in joining our team here at Hope Sentamu Learning Trust.

We are a growing multi-academy trust for both primary and secondary schools along with Alternative Provisions. There are fifteen academies within the Trust, located within York, Hull and North Yorkshire. The Trust comprises six secondary, seven primary and two alternative provision academies.

Since the merger between Hope Learning Trust and the Sentamu Academy Trust, we continue to develop and grow so that everyone in our communities is given the opportunity to thrive. Schools across both the Trusts had previously been working together, so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

Our Vision

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Sentamu Learning Trust presents opportunities and expectations that promote success.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you.

Helen Winn
Chief Executive Officer



Baldersby St James Church of England Primary School

Baldersby St James, Thirsk, North Yorkshire, YO7 4PT

We are a village school half way between Ripon and Thirsk with a distinctly Christian, calm and caring ethos. We strive for our pupils to be happy, healthy and confident learners who are enthusiastic and hard-working.

Our pupils show care and concern for each other and achieve high standards.

We believe that our school should be an environment in which all parents, staff and governors can work together to create a safe, well-structured learning culture which promotes a mentally and physically healthy lifestyle.

We are totally committed to continually improving teaching and learning across a broad and balanced curriculum; fostering our pupils' personal development and love of learning is our passion.

On the 01st September 2018, Baldersby St James Church of England Primary School converted to become an academy and joined the Trust, a partnership of both secondary and primary schools driven to achieve excellence for all.

The success of our school is a result of the strong partnership between pupils, teachers, parents, governors, the Trust and the local community.

At Baldersby St James we are totally committed to continually improving teaching and learning; fostering our pupils' personal development and love of learning is our passion.

Please do come and visit! Tours of the school are welcomed and recommended. I would love to show you our school, for you to truly get a feel for us here at Baldersby St James.

Job Details

All posts at Baldersby St James Primary School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Headteacher as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Steff Brown
Headteacher



Job Title		Job Category	
Grade & Salary Range		Hours of Work	
Location		Travel Required	
Position Type		Line Manager	
Date Posted		Posting Expires	
Interviews to be held		Start Date	
Application Process			
<p>Please complete the online application form to apply for this role. All candidates are advised to refer to the job description and person specification before making an application. You should use the information supplied with in the Job Description & Person Specification to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. Your application may be viewed in regard to some or all of the skill specific areas over the course of the selection process. Applications via agencies will not be considered.</p>			
Job Details			
<p>Hope Sentamu Learning Trust is committed to safeguarding and protecting our children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks.</p> <p>Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.</p>			
School / Academy Contact			
<p>For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via recruitment@hslt.academy</p>			

Job Description

Job Title	Teacher (Primary)
Grade	Main Pay Scale / Upper Pay Scale
Responsible To	Head Teacher
Job Family	Teaching
Job Purpose	<p>To implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for all pupils.</p> <p>To facilitate, support and monitor the overall progress and development of the children.</p> <p>To foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential.</p>
Accountabilities / Main Responsibilities	
Key Responsibilities	<ul style="list-style-type: none"> You are to carry out the duties of a school as set out in the Pay and Conditions Documents and subject to any amendment due to Government Legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers. To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school. All staff will take an active role in the School Self Evaluation process. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review
Planning	<ul style="list-style-type: none"> To plan and prepare work for the children in accordance with the school policies, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class. To involve the Teaching Assistants in planning, and preparation where appropriate.
Recording & Reporting	<ul style="list-style-type: none"> Assess pupils' work through observation and adult directed tasks, record their development, progress and attainment. To provide, or contribute to oral and written assessments and reports both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the EYFS Curriculum and/or the National Curriculum. Prepare Annual Review reports to fulfil statutory requirements, participate in review meetings, and lead these meetings if appropriate.
Review	<ul style="list-style-type: none"> To evaluate and review own teaching methods, materials and schemes of work and to make changes as appropriate.
Professional Development	<ul style="list-style-type: none"> To keep up to date with current educational thinking and practice both by study and by attendance at courses, workshops and meetings and to participate in national or local arrangements for appraisal of staff performance
Policy Review	<ul style="list-style-type: none"> To take part in whole-school reviews of policy and aims and in the revision of formulation of guidelines. To help ensure that subject matter and learning resources reflect LA and school policies on race and gender equality and that the implications of these policies are borne in mind in relation to all tasks and duties listed above.

Curriculum Responsibility	<ul style="list-style-type: none"> To be responsible for a curriculum area, as appropriate.
Behaviour and Relationships	<ul style="list-style-type: none"> To maintain good order, behaviour and respect for others. To promote understanding of the school's rules and values. To safeguard health and safety. To develop relationships with and between children conducive to optimum learning.
Communication with Parents	<ul style="list-style-type: none"> To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties
Displays and Environment	<ul style="list-style-type: none"> To maintain a structured and reflective child-centred learning environment, and to contribute to displays.
Safeguarding	<ul style="list-style-type: none"> To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate Know about data protection issues in the context of your role. Maintain confidentiality as appropriate Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.
Data Protection	<ul style="list-style-type: none"> To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures
Customer Service	<ul style="list-style-type: none"> The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. Understand your own role and its limits, and the importance of providing care or support.

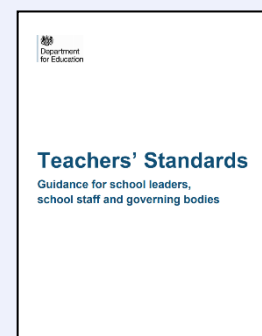
Person Specification

Job Title	Teacher (Primary)	
Grade	Main Pay Scale / Upper Pay Scale	
Responsible To	Head Teacher	
Job Family	Teaching	
Essential		Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> • The Class teacher should have knowledge and understanding of: • The theory and practice of providing effectively for the individual needs of all children (eg classroom organisation and learning strategies); • The Development Matters Framework; • The monitoring, assessment, recording and reporting of pupil's progress; • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection; • Effective teaching and learning style 		
Experience		
<ul style="list-style-type: none"> • The class teacher should have • Age specific experience • Proven ability as a good/outstanding classroom teacher • Experience of working effectively in a team 		<ul style="list-style-type: none"> • In addition, the Class Teacher might also have experience of: • Proven record of effective subject leadership (if completed ECT) • Working in partnership with parents.
Occupational Skills		
<ul style="list-style-type: none"> • High expectations of everyone • Commitment to practical learning • Willingness to use variety of teach strategies to engage all learners • Commitment to the personal welfare and safeguarding of children 		
Qualifications		
<ul style="list-style-type: none"> • Qualified Teacher Status 		<ul style="list-style-type: none"> • Further/continued professional development
Other Requirements		
<ul style="list-style-type: none"> • Care and sensitivity in dealing with children • Open minded, self-evaluative and adaptable to changing circumstances and new ideas • Able to enthuse and reflect upon experience • Willingness to be involved in the wider life of the school • Ability to work flexibly • Ability to prioritise • Good interpersonal/communication skills 		

Teaching Responsibilities

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work.

<https://www.gov.uk/government/publications/teachers-standards>



PART ONE: TEACHING

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

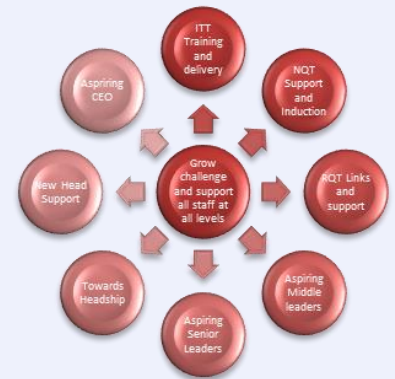
- Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside school, by:
- Treating learners and students with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Benefits of working at Hope Sentamu Learning Trust

Continuing Professional Development (CPD)

Hope Sentamu Learning Trust is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From ECT through to CEO, the Trust has links with various training providers, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of the Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Hope Sentamu Learning Trust also pays into the scheme on your behalf.

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via **cyclescheme**. You purchase the bike you want via the scheme and Hope Sentamu Learning Trust pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the **cyclescheme** are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit www.cyclescheme.co.uk



Employee Assistance Programme (EAP)

A 24 hour helpline from Health Assured to support you through any of life's issues or problems.

- Stress and Anxiety
- Debt
- Work
- Lifestyle Addictions
- Relationships
- Legal

Our Family

As a Trust, we believe in growing together as a family. Underpinned by our values of Respect, Teamwork and Kindness, our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence through true collaboration.

Our Vision

Life in all its fullness – a place to thrive

Our ambition as an Academy Trust is that all our learner's experience "Life in all its fullness" and that we provide "a place to thrive".

We are committed to establishing respectful communities, with a culture of thankfulness and appreciation, where we celebrate diversity. We are a fully inclusive Academy Trust, which includes both community schools and Church of England schools.

We strive to deliver a broad and balanced curriculum which develops our pupils academically, practically, socially and spiritually, leading to educational progress.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels. We invest in providing strong, sustainable and ethical leadership at all levels of the organisation.

Our Values

Kindness - Respect - Teamwork