

**Teacher Application Pack**



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# Letter from Sir Steve Lancashire, 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.

**Sir Steve Lancashire**

**Chief Executive, REAch2 Academy Trust**

**Letter from Charlotte Booth-Rylett, Head Teacher, Kirby Primary Academy**

Dear Candidate

Thank you for applying for the vacancy at Kirby Primary Academy.

Kirby Primary Academy is a single-form entry primary school located in Kirby Cross, near Frinton-On-Sea. Our little school plays a huge role in the community.

As a Visible Learning school, we maximise every opportunity for our pupils to direct their own learning. We value discussion about learning and we strive to create the most productive environment for our learners. We are 'Dedicated to Lifelong Learning' recognising that our commitment to education reaches far beyond the classroom and the primary phase.

This school is ambitious in sharing the Reach2 Trust's promise of 'exceptional opportunities' through a very broad and engaging curriculum. We contextualise and link knowledge to build understanding, using discussion and time for critical thinking.

Kirby Primary Academy is a wholesome place where all questions about life and learning are welcomed. We prioritise pupils' well-being and we embrace every child's uniqueness.

As an Ofsted Good school with excellent standards of behaviour, we attract the best candidates wishing to join our amazing team of professionals. If you believe you share our ethos and you are ambitious to be an excellent practitioner, we welcome you to apply to become part of Kirby Primary Academy. Only apply if you are passionate about working alongside young people to help them thrive. Creative, good-humoured, lifelong learners would be best suited to our lovely school.

I would warmly welcome anyone who wished to visit the school.

I look forward to receiving applications from great candidates.

**Mrs Charlotte Booth-Rylett**

**Head Teacher, Kirby 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](http://www.reach2.org)

# The role

**Teacher at Kirby Primary Academy**

**Post: Teacher**

**Location: Kirby Primary Academy, Halstead Road, Kirby Cross, Essex CO13 0LW**

**Employer: Reach2 Academy Trust**

**Hours: Full Time**

**Salary: Main Pay Scale / Upper Pay Scale**

**Closing Date: 27th October 2021**

**About the role:**

Teacher- Key Stage 1 (NQTs welcome to apply)

Kirby Primary Academy seeks a dedicated and creative colleague to join our team. Kirby Primary Academy is a member of the REAch2 Trust, a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance. This school has been on a rapid journey of improvement and we are all dedicated to securing an exceptional educational experience for every child.

We are looking are for someone who:

* Fosters and demonstrates a love for learning
* Has high expectations of children's learning and conduct
* Has a positive work-ethic, works creatively, is compassionate and good humoured
* Is able to work as part of a team, committed to providing the best possible opportunities for children
* Is a consistently good (or better) teacher whose practice leads to good outcomes
* A secure knowledge of phonics teaching (Read, Write Inc is preferable)

We offer:

* An Ofsted GOOD school with a stable staff body, in a supportive and dynamic trust
* Well-behaved and responsive children who are a joy to serve
* Supportive and dedicated colleagues, waiting to warmly welcome you
* Opportunities for professional development within the school and across our cluster of local schools.
* An inclusive workplace where individuality is embraced

We prioritise safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Each post is subject to an enhanced DBS check.

This is an exciting opportunity for a passionate and committed teacher to join our school to continue on our journey to great! We offer enthusiastic, well-behaved pupils who thrive on opportunities and experience and a very supportive team of teachers and support staff. If you are seeking a vibrant, forward-thinking, joyful school to dedicate yourself to, get in touch.

Visits to the school are encouraged.

# The application

You are invited to submit an application form to Mandy Smith, School Business Manager, on [admin@kirbyacademy.org](mailto:admin@kirbyacademy.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](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact the school on 01255 674056.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | 27th October 2021 |
| **School visits:** | Contact the school to arrange |
| **Interviews:** | 29th October 2021 |
| **Contract details:** | Permanent |
| **Salary:** | Main Scale Point / Upper Scale Point |
| **Start date:** | January 2022 |

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](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

**Job Description**

**Post:** KS1 Teacher

**Responsible to:** The Head Teacher

**Salary/Grade:** Main Pay Scale / Upper Pay Scale

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Scope:** Classroom teacher

**Duties:** The Conditions of Employment for School Teachers

(Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

**Responsible for:**

* Supporting the vision, ethos and policies of the school and promoting high levels of achievement in KS1
* Supporting the creation and implementation of the school improvement plan, particularly where it relates to KS1
* Evaluating the effectiveness of the provision in KS1 in close collaboration with the leadership team
* Organising and managing teaching and learning in KS1
* The development and monitoring of the curriculum provision
* Supporting the Headteacher in the monitoring of the quality of teaching and children’s achievements, including the analysis of KS1 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 KS1 curriculum, their child’s individual targets, progress and achievement
* Developing the use of new and emerging technologies and techniques within the classroom
* Responsible for 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

**Teaching and Learning**

* Identifying clear teaching objectives and specifying how they will be taught and assessed
* Setting tasks which challenge pupils and ensure high levels of interest
* Setting appropriate and demanding expectations
* Setting clear targets, building on prior attainment
* Identifying SEN or very able pupils
* Providing clear structures for lessons maintaining pace, motivation and challenge
* Making effective teaching 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
* Ensuring effective teaching and best use of available time
* 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 pupils, give attention to errors and misconceptions
* Select appropriate learning resource’s and develop study skills through library, I.C.T. and other sources
* Ensuring pupils 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 pupils’ needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and Mathematics
* Encouraging pupils 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

**Monitoring, Assessment, Recording, Reporting**

* Assess how well learning objectives have been achieved and us them to improve specific aspects of teaching
* Provide feedback for pupils and set targets together for progress
* Assess and record pupils’ progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the pupil is achieving
* Prepare and present informative reports to parents.

**Curriculum Development**

* 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

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. 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.**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factors** | **Essential** | **Desirable** | **Measured By** |
| **Qualifications & Skills** |  |  |  |
| Qualified Teacher status | Essential |  | A |
| Graduate | Essential |  | A |
| Clear communication/questioning skills – precise approach to written communication | Essential |  | O I A |
| ICT competent – Able to use IWB | Essential |  | O |
| Able to inspire children’s interest in learning | Essential |  | O |
| A full Enhanced Disclosure from the Disclosure and Barring Service | Essential |  | A I |
| **Special Knowledge, Abilities and/or Experience** |  |  |  |
| Knowledge of strategies to support learning, progress and standards across the curriculum in KS1 – evidence of impact on progress | Essential |  | A R O I |
| Knowledge of how ICT can be used to support/ enrich learning | Essential |  | A |
| Effective classroom management skills – able to provide an effective environment for learning | Essential |  | O |
| Clear understanding of the role of assessment in the development of learning | Essential |  | A O I |
| Successful record of teaching within primary | Essential |  | A O I R |
| Awareness of national trends and developments | Essential |  | A I |
| Evidence of commitment to personal and professional development | Essential |  | A I |
| **Personal Qualities** |  |  |  |
| Flexibility of approach | Essential |  | R |
| Excellent organizational skills | Essential |  | O R I |
| Supportive – able to work as part of a team | Essential |  | R |
| Able to respond to and seek advice | Essential |  | R |
| Ability to work under pressure while maintaining a cheerful disposition | Essential |  | A O I |
| **Interest & Motivation in the job** |  |  |  |
| Enthusiasm for children’s learning | Essential |  | O I R A |
| A commitment to the integration of children with SEN in mainstream school environment | Essential |  | O I A |
| A willingness to contribute to all areas of school life | Essential |  | A R I |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** | | | |