



Teacher of Religious Studies
Upton Court Grammar School, Slough, Berkshire
Candidate Application Pack



preparing the way for others to follow

Contents

Thank you for your interest in our Teacher of RS position at Upton Court Grammar School within Pioneer Educational Trust.

This pack contains:

- Details about Pioneer Educational Trust
- Details about Upton Court Grammar School
- Details about the department
- The job description and person specification
- Benefits of working at the Trust

We hope that you find the pack informative and useful. If you do have any further questions, then please contact Mrs Bhamini Lynn, HR Manager:

recruitment@pioneereducationaltrust.org.uk

You can also visit our school's website at:

www.uptoncourtgrammar.org.uk or the Trust's website at:

www.pioneereducationaltrust.org.uk



An introduction to Pioneer Educational Trust

Welcome to Pioneer Educational Trust. As CEO, I am proud to lead our family of schools and would like here to provide you with a short history of our organisation, our school improvement model and our ambitions for the future.

Our journey

Pioneer Educational Trust is a small multi-academy trust in Berkshire serving children and young people aged 3 to 18.

Pioneer Educational Trust (then Upton Court Educational Trust) was first established in January 2014 when Upton Court Grammar School in Slough sponsored Foxborough Primary School. Foxborough Primary School had, in June 2013, been put in special measures by Ofsted. In November 2016, Trevelyan Middle School joined our MAT. Following a school improvement journey in both schools Foxborough Primary School was judged as a Good school by Ofsted in May 2019 and Trevelyan Middle School judged Good with Outstanding for Behaviour and Attitudes and Personal Development in October 2019 following twenty years of Requires Improvement judgements. Upton Court Grammar School continues to be an 'outstanding' school delivering an education that places its outcomes in the top schools in the country. In April 2023, Desborough College, a boys' school in Maidenhead, joined our family of schools.

We are incredibly proud of our schools' achievements and the strong relationships that exist between them.

"Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained." (Ofsted report, Nov 2019, Trevelyan Middle School)

"The MAT has played an instrumental role in supporting the school's improvement. The MAT has also wisely given the well-being and professional development of staff a high priority. This has helped to stabilise staffing after a period of some turbulence. Collaborative working with other schools within the MAT, and the provision of high-quality professional training and support, have led to sustained improvement." (Ofsted report, May 2019, Foxborough Primary School)

Who are we?

We are a values-led, evidence-informed organisation that acts in line with our commitment to provide all pupils with equal access to an exceptional education. Consciously liberating through the power of education and celebrating diversity informs all that we do - our schools are diverse learning communities with their own unique contexts and needs, which we celebrate and draw strength from.

Right mission, right vision, right values

Mission

We invest intelligently, inspire collaboration and pioneer so that all learners in our family of schools have equal access to an exceptional education that consciously liberates.

Vision



Exceptional education for all

Every school within Pioneer Educational Trust will provide an exceptional education to all children and young people. This means preparing children and young people to thrive at intrapersonal, interpersonal, societal and global levels. Through an exceptional curriculum, strong pastoral systems and meaningful personal development, our learners' experience will be relational, empowering and consciously liberating.



Employer of choice

Pioneer will continue to be the employer of choice as a result of its commitment to professional development for all colleagues, a positive and enriching working environment and outstanding leadership development opportunities underpinned by the dynamics of Pioneering Leadership. Coupled with a systematic approach to school improvement, the trust will provide an enabling environment that supports and challenges all to flourish and be fulfilled.



Leading ethically in service to others

Our community will be knowledgeable and empowered taking principled action in service to others. As such, we will continue to lead ethically demonstrating a commitment to outward-facing work with our local, national and international educational communities.

Values

- pioneer
- inspire collaboration
- invest intelligently
- consciously liberate

Pioneer seeks to shape the educational landscape and is unapologetic in promoting its core aims widely.

Our 'three peaks'

Pioneer Educational Trust has three strategic priorities to deliver our commitment to Pioneer Quality (a high quality and inclusive education for all), Pioneer Community (cultural and structural integration of schools founded on a model of co-construction and evolution) and Pioneer Impact (growth and knowledge exchange within and beyond our family of schools).



Investing intelligently

We invest in our workforce so that, in turn, the workforce invests in our learners. We seek to add value, not just act as another layer of monitoring and accountability. As such, our school improvement model is underpinned by a commitment to: inspire collaboration within, between and beyond its schools; provide exceptional system leadership; and, deliver wide-ranging, high-quality professional development opportunities that enable all colleagues to grow professionally and personally. Our systems for monitoring and accountability are both humane and robust; they ensure that high standards are set and maintained, and treat professionals as professionals. We adopt a coaching 'way of being' and apply the principles of vertical leadership development through our policies, procedures and practices.



Our school improvement model is based on four facets:

- Our **pioneering model for excellence in CPDL** is underpinned by the Trust's four values Providing excellent CPDL is at the heart of our school improvement model and we aim to provide personalised, meaningful, high-quality growth opportunities for all.
- Pioneer's **10 WorkWell Pledges** seek to reduce unnecessary workload and promote staff wellbeing. We believe in treating our colleagues as professional adults who are encouraged to make positive choices in identifying how to manage their workload, how to achieve work-life balance and how to support their own wellbeing.
- Pioneer believes firmly in the power of collaboration and partnership working enabling all colleagues to contribute meaningfully to school improvement. Our approach to school-to-school collaboration and system leadership enables engage to work constructively and productively in partnership with one another and drive school improvement in all its guises.
- Pioneer sees itself as providing more than just another layer of accountability. Our systems for quality assurance and peer review are both humane and robust, ensuring that high standards are set and maintained and that professionals are treated as professionals.

Continuing professional development

Pioneer Educational Trust aims to be the employer of choice as a result of its commitment to professional development for all staff, a positive and enriching working environment and outstanding leadership development opportunities. We invest heavily in professional development for all colleagues and seek to provide the 'proper conditions' through which 'unimagined resources of creative human energy'¹ can be released strengthening the culture of self-responsibility². Key components of our CPDL model include:

- Our **appraisal** policy that provides a lynchpin to other structures and systems, including our QA / QI model, programme of CPDL, etc. Through rebalancing appraisal on development rather than accountability and applying a coaching approach, we create a deliberately developmental organization in which all can thrive.
- **CPDL Wednesday**. From September 2019, the school day at all Pioneer schools was changed to finish one hour early each Wednesday providing departments and teams with increased opportunity for collaboration and professional development.
- **QI entitlement**. Our QA system is complemented by personalised and bespoke development opportunities for every member of staff including an 'entitlement' to Quality Improvement the purpose of which is to provide teachers, TAs and HLTAs with the opportunity to engage in coaching, reflect on and debate the ways they teach, and feel deeply involved in their own professional learning.

What we offer

Pioneer Educational Trust provides a number of operational services to each of our academies. Managed centrally by our Central Team, these services are designed to help ensure the smooth running and operation of each of our academies. These services include Estates, Health & Safety, Finance, IT and HR. Centralising core operational functions allows the leaders in our academies to focus on the teaching and learning environment, all the while knowing that there is team of specialists on hand to support and lead with the 'back-office' functions. Sharing these services across our Trust provides financial security for our schools and while the CFO has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency, at local level, schools still make decisions about how they spend their own budget.

Where next?

This is an incredibly exciting time to be joining our trust! We know that there is unimagined resources of creative human energy in our schools and are, therefore, focused on creating the conditions for this to be released. This means embedding a culture which:

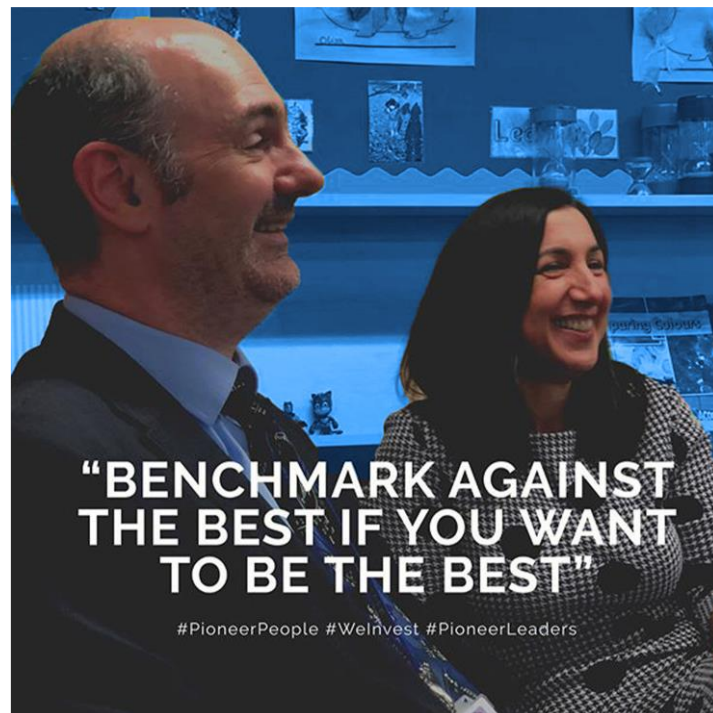
¹ Douglas McGregor, 'The Human Side of Enterprise', Leadership and Motivation, Essays of Douglas McGregor, 2, no.1 (1966), pp.6-15

² John Campbell and Christian van Nieuwerburgh, The Leader's Guide to Coaching in Schools: Creating Conditions for Effective Learning, (London: SAGE Publications Ltd., 2018).

- creates opportunities for collaborative ‘big conversations’ that continually **evolve** our approach so as to change society;
- is **cohesively diverse** – a culture in which all schools are equal partners and appreciates and celebrates diversity;
- is **strategically developmental** empowering the individual by creating the conditions for individuals to enact their personal agency unleashing their full potential ;
- **drives excellence** by trusting colleagues as professionals and effectively balances accountability and developmental .

As a trust, we have courage to question and organise for complexity. We are passionate, restless and innovative embracing heat experiences, colliding perspectives and opportunities for elevated sensemaking.

If you believe in driving equality, usualising diversity and championing inclusion, if you want to challenge socio-economic disadvantage and make a lasting difference to our community, if you believe in the power of collaboration and seek to invest in your own and other’s continuing professional growth, then Pioneer Educational Trust may very well be the trust for you.



Antonia Spinks
Chief Executive Officer
Pioneer Educational Trust



Our School

Upton Court Grammar School is a selective secondary school with just over 1100 students aged 11-18. The school is proud of its history and upholds the traditions associated with grammar schools: expectations of the highest possible attainment, hard work, commitment and behaviour which will allow effective teaching and learning to take place. Our students achieve the highest grades at all levels, with attainment and progress at GCSE and A' level being exceptional and making it one of the top grammar schools in England.

At Upton Court Grammar School, we aim for clarity in all things and can articulate our mission in one sentence:

Upton Court Grammar School ensured all students fulfilled their academic and personal aspirations and thrived as successful and engaged citizens.

Our mission is written in the past tense so we can hold ourselves to account for making it a reality. In addition, all staff and students have their own mission-sentence, which connects our present to the future and gives meaning to our work and study.

At Upton Court Grammar School, we have four core values that our staff and students live by: *Unity, Curiosity, Growth and Service*. These UCGS values inform our decision-making and guide us in our actions every day.

Our Vision for the Future

Upton Court Grammar School seeks to:

- become a centre of excellence and creativity in learning and teaching;
- equip students with the ability to articulate their ideas with confidence in an increasingly competitive international work environment;
- encourage the belief that it is not enough to do *well*, but that we must also do *good*; everyone has the potential and opportunities to make our world a better place.

Within the school we resolve to:

- promote the highest academic standards and enable all students to be successful at every level;
- be concerned for the education of the whole person, delivering exceptional personal development;
- seek to produce self-reliant, conscientious and inquiring people who will go on actively learning for the rest of their lives;
- value all young people and get to know them well.

At the end of their education at Upton Court Grammar School, young people will have been prepared for life in a modern, multicultural democracy and will promote British values through working constructively with the local neighbourhood and wider communities.

Our Team

At Upton Court Grammar School, we have energetic and dedicated teachers, middle and senior leaders and are committed to the principle of 'teachers as leaders of learning'. Our commitment to high quality professional development seeks to provide the highest standards in all aspects of our practice. The school supports the training of PGCE students from Brunel University, Reading University and others, as well as being the ITT lead school for schools direct 'Teach Slough.' Teachers new to the profession are supported by an Induction Tutor, an ECT Coordinator and undertake an innovative programme to help them thrive.

Teachers and support staff take ownership of their own professional development. The school has supported a number of teachers who have undertaken Masters degrees, and the full suite of National Professional Qualifications, including NPQSL and NPQH programmes. In addition, the school has also supported and funded unqualified teachers who wish to secure Qualified Teacher Status (QTS). A number of support staff have also been supported by the school in achieving recognised qualifications in HR, Finance, Accounting and Catering.

Full time teachers engage in 18 hours of CPDL through the course of the academic year and the school has dedicated time each week to CPDL. A proportion of CPDL time is self-directed to give teachers the autonomy to direct their own development. We plan additional development opportunities through our 'Pioneer Presents...' evenings with guest speakers, as well as a vast array of professional learning and development opportunities provided by Pioneer Educational Trust.

Our Partnerships

Through our membership of the Slough Association of Secondary Heads (SASH) and our designation as lead school for ITT/Schools Direct, Upton Court Grammar School has strong relationships with all of the local secondary and primary schools and partner schools in Slough as well as wider relationships with the University of Reading, Brunel University and UCL Institute of Education. In addition, the school is a member of a number of national networks including Whole Education, PiXL, WomenEd, LGBTed, and BAMEed. As a partner in Pioneer Educational Trust, we work closely with the central team and staff and students from Foxborough Primary School, Trevelyan Middle School and Desborough College.

Our Successes

The most recent OFSTED inspection (November 2023) graded the school as "Outstanding" in all areas. The school has a national reputation for excellence and achievement and secures some of the highest outcomes for students in the country. The school is also a directly licenced centre for the Duke of Edinburgh Award and an increasing number of students have successfully completed their Bronze, Silver and Gold Awards. Over the years, a number of students have also been successful in securing places at Oxford, Cambridge and Russell Group universities. The school has been nationally recognised by the British Science Association for our work with CREST, we have the Music Mark and are a Trinity Champion Status for our commitment to the Arts Award.

Our Facilities and Benefits

The original school building dates back to 1936. The school has already made significant changes to our facilities through a multi-million-pound government investment under the Growth Fund and The Academies Capital Maintenance Fund. So far, improvements have included a new building for the English Department in 2012, a new state of the art Restaurant and Sixth Form Centre in 2013 and new classrooms, science laboratories and performing arts facilities in 2017. The building programme finished in Summer 2019 with a brand-new purpose built 4 Court

Sports Hall and two Multi Use Games Areas (MUGA). The level of investment in the school means that we enjoy some of the best educational facilities in the south-east.

The school offers free refreshments to staff during the school day, complimentary lunches at Christmas and at the end of the school year. The Trust also provides an Employee Assistance Programme to all staff within the Trust Schools. Through this, staff can access support and advice on any number of things such as wellbeing, work-related issues, housing, family, financial and legal support. There is also an employee benefit scheme which offers savings and discounts across a number of well-known retailers and services. Staff across the Trust can also receive a free, annual flu vaccination. The Trustees are also active in recognising years of service for staff. Service is designed to reward loyalty to the school and recognises those who have accrued between 3 and 30 years of service. We have active Trust-wide Employee Affinity Groups, including Women in Leadership, the LGBT+ affinity group and others.

Our Location

Upton Court Grammar School is located just outside of West London. There are direct bus and rail links to Windsor, Maidenhead, Reading and London. The school is also very close to the M4 and M25 motorways and Heathrow Airport providing national and global connections. Furthermore, due to improvements being carried out by Network Rail, Crossrail links now provide quicker direct access to Central London.

Key School Facts 2022

Type of School	Selective Secondary Academy Converter (MAT: Pioneer Educational Trust)
Age Range	11-18
Number of Students	1111
Gender	Mixed
Ebacc Entry	100%
Progress 8 score	+0.51
Attainment 8	74.9
Students achieving 5+ A*-C GCSEs (inc. English & Maths)	100%
A-Level average points and grade	43.28 (B+)

PCR Department: Philosophy, Critical Thinking and Religious Studies.

The PCR Department is a successful curriculum area with three teachers and input from a number of other specialists to complement the range of skills used to teach Critical Thinking Skills. We take a holistic approach to the development of life-long learning skills, combining the team's skills in teaching Religious Studies, Thinking Skills, Philosophy, Ethics and Citizenship. The department is extremely well resourced for all six world religions to enable pupils to learn to suit their own interests. We are placed in exceptional classrooms with highest levels of technology to support teaching. We have a genuine whole-student approach to learning that goes a long way beyond the study of religion and is instrumental to UCGS's reputation for a cohesive, friendly school.

Years 7, 8 and 9

In Year 7, we utilise The Locally Agreed Syllabus to deliver the detailed study of Judaism, Christianity and Islam. We also integrate teaching that draws out the historical, geographical and philosophical connections between them, while also teaching what distinguishes them from each other.

In Year 8, we utilise The Locally Agreed Syllabus to deliver the detailed study of Hinduism, Buddhism and Sikhism. We again, also integrate teaching that draws out the historical, geographical and philosophical connections between them, while also teaching what distinguishes them from other religions.

In Year 9, all students begin their full GCSE in Religious Studies, on two lessons a week. They study the beliefs of Christianity and the beliefs of a second religion of their choice. UCGS students are extremely well motivated and highly independent and therefore able to manage the study of a chosen religion rather than a teacher led study of a religion chosen by the PCR Department. This is quite unique to UCGS and students thoroughly enjoy the opportunity to study a religion of their own choosing, which they are often personally invested in.

Years 10 and 11

The department sees all pupils for three hours per week from Year 10: for Religious Studies and Thinking Skills. Two lessons are allocated to the GCSE RS and one lesson for discreet Thinking Skills. This allows the teaching of RS, along with Citizenship and the PSHE curriculum, to study topics that will allow pupils to develop thinking skills for education and for life. Common processes such as decision-making and risk-taking are explored using topics such as finance, business and politics.

The Religious Studies GCSE course follows the AQA Religious Studies A, current study includes Christianity, **a choice** of a second religion from the other five Major World Religions and four ethical or philosophical themes.

Pupils are encouraged to develop an inquiring and empathetic understanding of religions, along with complex ethical and philosophical issues.

The department encourages an independent approach, pursuing pupils' wider interests and stretching both higher achievers and those with barriers to education.

Post-16

Religious Studies GCE Level is offered, following the WJEC/Eduqas specification, this includes study of Christianity, Philosophy of Religion and Religious Ethics. We encourage and inspire analytical and critical thinking across the disciplines and aim to build an in-depth understanding of the relationship between religion, philosophy and ethics.

Cross Curricular Links

In Religious Studies pupils apply processes and thinking skills to a range of ethical and moral decisions and consider questions of ultimate meaning. These skills are explicitly discussed and developed and there is a structured skills development process across all subjects taught. This then builds links with many areas of school and home life.

Working in the department

The department is exceptionally well-resourced in new suites and appreciated by students and staff, with an excellent reputation across the school and excellent grades attained by students. Ideas are welcomed and there is scope for staff to pursue their passions and career progression.

Job description

Job title	Main Scale Teacher
Line managed by	Head of Department
JOB PURPOSE - Secure and maintain high quality learning and teaching in order that students are able to make progress and achieve to their potential as successful, resilient and independent learners; - To fulfil the school's mission: Upton Court Grammar School ensured all students fulfilled their academic and personal aspirations and became successful and engaged citizens; - Contribute to the overall ethos, work and aims of the Trust.	
KEY AREAS OF IMPACT Strategic Direction: - Establish and uphold the ethos of the school with students through the full implementation of policies; - Implement school policy and procedure reflecting the school's commitment to high achievement, ensuring each student is treated as an individual and able to develop as successful learners; - Contribute to the development of learning to learn and assessment for learning; - Support the head of department as required and directed in implementing the department development plan and to assist in evaluating the impact of the plan on teaching and learning. Teaching and Learning: - Establish and maintain an environment which promotes effective learning and provides an appropriate level of challenge for able students; - Plan and deliver lessons in accordance with the agreed scheme of work / subject specification, taking account of the specific learning needs of students within the class; - Plan homework or other out-of-class work to sustain individual learners' progress and to extend and consolidate learning through the marking of this work where appropriate; - Actively promote personalised learning and assessment for learning opportunities within their subject for the benefit of the students; - Analyse a range of relevant performance data for students in their classes and use this to plan future learning and inform target setting; - Follow subject and school procedures for the assessment, recording and reporting of student attainment and progress including attendance at parents' evenings; - Provide timely and relevant information enabling each student to understand their current levels of attainment and the action they must take to achieve to their potential, including report writing; - Actively promote the development of effective subject links internally and between partner schools and the wider community (locally, nationally and internationally); - Monitor attendance and behaviour of students in their classes in accordance with school policy taking appropriate action including contacting parents; - Undertake the teaching of classes/groups as may reasonably be required by the Head or Line Manager. Quality Assurance: - Actively participate in performance management and professional development; - Participate, at the request of the Head or Line Manager, in the school's monitoring, evaluation and review procedures including evaluation against quality standards and performance criteria; - Evaluate the impact of their teaching on the progress of all learners and modify their planning and classroom practice where necessary. Resource Management: - Follow school procedures in the allocation and use of resources to support effective learning and teaching.	

Professional competence and behaviour:

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

Ethical standards and integrity:

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equality of opportunity, diversity and inclusion;
- Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

ADDITIONAL DUTIES:

- Play a full part in the life of the school community, support the school ethos and encourage students to follow this example;
- Actively promote school policies;
- Alert the Head in the event of any suspected child protection issues that may be affecting a learner;
- Undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above.

Form Tutor:

Any teacher can expect to be designated as a form tutor. As such, any form tutor should adhere to the following roles and responsibilities. The form tutor's role is to:

- Carry out statutory tasks, including completing registration accurately and on time;
- Monitor and support learners' academic and social progress;
- Monitor learners' attendance, punctuality and behaviour, taking direction from Head of Year as appropriate;
- Contribute to the tutees' spiritual, moral, cultural and social education;
- Make him/herself available to parents/carers, where appropriate, for the purpose of discussing personal matters concerning a learner's welfare, behaviour and other concerns that may adversely affect successful learning;
- Attend parents' evenings and tutors' evenings, and other events specified by the Head;
- Ensure learners' are prepared for learning including addressing uniform and equipment;
- Encourage students to support and / or participate in school events including charitable events, PSA events etc.;
- Check that learners' diaries have been signed by their parent / carer, and sign learners' diaries every week;
- Ensure that all learners and their parents / carers have signed the Home/School Agreement;
- Implement pastoral initiatives led by senior management or the Head of Year;
- Liaise effectively with SENCO, LAs and other appropriate bodies to ensure that learners' with special needs (inc. gifted and talented) are given appropriate support;
- Respond to subject reports through the writing of tutor reports.

KNOWLEDGE AND SKILLS**Subject teachers should demonstrate knowledge and understanding of:**

- School policies and procedures;
- Secure knowledge of subjects/curriculum areas and related pedagogy across the full age range;
- Relevant statutory and non-statutory curricula and frameworks for identified subjects/curriculum areas;
- Schemes of work for subject(s) taught;

- Principles and practices in relation to managing learning and teaching, including behaviour;
- The appropriate application of ICT, literacy and numeracy to support teaching and wider professional activities;
- Health and safety issues as they relate to their particular subject area(s).

SAFEGUARDING

Pioneer Educational Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and young people to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service checks.

ADDITIONAL NOTES

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for any potential employee or any existing employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Trust Leadership Team to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Degree and Qualified Teacher Status	✓	
Enhanced DBS	✓	
Ongoing CPD portfolio	✓	
Further degree or diploma		✓
Experience, skills and knowledge	Essential	Desirable
Knowledge and understanding of the National Standards for Teachers	✓	
Knowledge of the requirements of the National Curriculum and 14-19 courses and qualifications	✓	
Evidence of successful teaching across the age and ability range	✓	
Ability to use assessment to raise standards of achievement	✓	
Ability to communicate effectively with pupils, parents and other professionals, orally and in writing	✓	
Knowledge of current educational issues, including ECM	✓	
Sound subject knowledge	✓	
Ability to use ICT effectively to support your professional role	✓	
Experience of teaching post-16		✓
Ability to use a SMARTboard		✓
An understanding of emotional literacy and developments to support learning and teaching, e.g. SEAL		✓

Personal qualities	Essential	Desirable
Be a team player	✓	
Ability to motivate and inspire pupils	✓	
Ability to use tact, diplomacy, sensitivity and good humour	✓	
Ability to work under pressure and determination to succeed	✓	
A willingness to learn new skills and approaches and work in partnership with others	✓	
Active participation in school developments, such as extra-curricular activities / educational visits / out-of-hours learning	✓	
Commitment to safe-guarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks including enhanced CRB checks	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓	



preparing the way for others to follow

Why work with Pioneer Educational Trust?

Workload and wellbeing has been placed at the centre of Pioneer Educational Trust and we offer our staff the following benefits:

- Priority admission for children of staff
- Cross phase opportunities for career progression
- Free on-site car parking
- Interest free travel to work loans
- Free counselling and legal advice for all staff through an Employee Assistance Programme
- Enhanced employer pension contributions via excellent Defined Benefit Pension Schemes
- Enhanced maternity / paternity / adoption leave schemes
- Enhanced parental bereavement pay
- Corporate eye care scheme
- Lunch for staff at cost price
- Complimentary tea, coffee, milk and sugar throughout the school day
- Free annual seasonal flu vaccination
- Reward gateway with access to savings and discounts across a number of retailers and services
- Long service recognition; first milestone being 3 years
- Additional time during the school day to facilitate professional development
- Pay policy for support staff which is linked to teaching staff to ensure all staff are treated equitably
- Annual calendar of events shared with all staff at the start of the year which includes calendared Reflection Weeks' and two week October half term
- No gradings of lessons or individuals
- Annual charity challenge providing staff with an opportunity to challenge themselves while raising money for charity
- Flexible approach to family commitments such as children's assemblies, sports days etc.
- Excellent ongoing CPDL
- WorkWell Committee & annual engagement survey to ensure we are always pioneering in prioritising staff engagement & satisfaction
- Work conscious marking & assessment practices
- Email protocol to protect time outside of the school day
- Early finish for teaching and non-teaching staff at the end of each long term