



Ackworth Mill Dam School
Class Teacher with EYFS and KS1 Lead
Application Pack

Post title	Class Teacher with EYFS and KS1 Lead
Location	Ackworth Mill Dam School, Millgate, Ackworth, Pontefract, WF7 7PH
Salary & Grade	MPS / UPS + TLR2 £25,714 - £41,604 plus TLR2 £2,873
Hours	Full time Permanent

Mill Dam is a lovely primary school which is quickly growing in numbers. Located in the appealing village of Ackworth, close to local amenities. Mill Dam received an Ofsted grading of 'good' at the last inspection and are striving to improve this even further.

Mill Dam School joined Waterton Academy Trust in July 2017. The Trust consists of 13 primary phase schools in the Wakefield and Barnsley area. As part of the trust both staff and children enjoy varied opportunities for collaboration in all areas of leadership, development and curriculum provision.

The Governors, staff and children of this successful and welcoming school are seeking to appoint an experienced and highly motivated class teacher who will also lead on EYFS and KS1 from September 2022.

We are looking for someone who:

- Is an outstanding practitioner who has high expectations of children and themselves
- Is committed to achieving the best outcomes for all pupils
- Is innovative and is able to offer high-quality learning experiences
- Has proven experience of positively impacting on pupil progress, raising attainment and developing excellence
- Is able to contribute fully to school life
- Can adapt in an ever changing educational landscape

In return we can offer:

- The support and expertise of the academy's leadership team and governing body
- Keen and engaging pupils with a desire to learn and develop
- An opportunity to work with a passionate and dedicated team of staff
- A happy and caring school community
- A health and wellbeing package
- A cycle to work scheme
- An excellent pension package

For more information about school please visit milledamschool.org or follow us on Twitter @MillDamSchool

Next Steps

Further Details

For further information please visit, www.watertonacademytrust.org or contact Samantha Thompson, Executive Headteacher on the following email: s.thompson@watertonacademytrust.org

To Apply

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page on the trust's website. www.watertonacademytrust.org

Completed applications are to be returned to jadesmith@watertonacademytrust.org or to the school address by the closing date below.

Closing Date: Tuesday 24th May 2022 at midday

Shortlisting: Tuesday 24th May 2022 - PM

Interviews: Thursday 26th May 2022

Dear Applicant



Thank you for your interest in the post of Class Teacher with EYFS and KS1 Lead at Ackworth Mill Dam School. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for the position.

Our Trust came into being on the 1st September 2014. Our 13 primary, infant and junior schools are currently situated within the Wakefield and Barnsley areas and consist of well over 3000 pupils.

This is an exciting time for all concerned with the trust as we enter into a new phase of development. The reshaping of our focus and renewed drive for excellence will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family.



Given the trust's ambitions for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals that can contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.

Yours sincerely,

Dave Dickinson OBE

Chief Executive Officer



Dear Applicant

On behalf of the children, staff and governors of Mill Dam School we would like to thank you for your interest in joining us.

I have been Headteacher at Mill Dam since February 2018 and am also Executive Headteacher across both Mill Dam School and South Kirkby Academy.



Due to the outstanding work of the full staff team, alongside first-rate support and challenge from the Trust, we have retained our previous Ofsted judgement of 'Good' at our recent inspection in February 2022.

One of the key strengths of our school is our wider curriculum offer. Under usual circumstances we offer a wide range of extra-curricular clubs and specialist teaching in subjects such as music and computing. We also engage in local and national events such as Parkrun, The Great Science Share, Grow it Yourself and Young Voices. We are proud to report that we have won awards in some of these areas.

Mill Dam School are committed to providing a stimulating, creative environment so that all of our children reach their full potential.

We are proud of the progress that we have made and would love you to join our team as we consolidate these developments and move forward to even greater strength.

We look forward to receiving your application.

Mrs S Thompson

Executive Head Teacher



'I love working at Mill Dam School. We are all one big happy family and everyone supports each other.'

Jade - Office Manager

'I am fully supported by all members of the team both within school and across the trust'

Felicity - Class Teacher



About our School

Mill Dam School is a 1 form entry school serving an area of Pontefract, West Yorkshire. The percentage of disadvantaged children is close to the national average.

A strength of the school is our inclusivity. We have a high number of pupils with complex needs. Many of which are met through EHCP provision. We are proud of our support programmes such as individual and group interventions, nurture provisions and our strengthening relationship with external support services to meet the needs of all of our children.



We are a fantastic school which admits children from age 3 to 11. Children can attend our nursery provision for either 15 or 30 hours per week where they will enjoy playing and learning in our self-contained nursery building with an excellent outdoor learning space. Full time children in our reception class also use this fabulous resource.

Our site is large with two new extensions and space for play and learning within our forest schools area, field and playgrounds. We have grown to become single form entry across school.

We have high expectations for all of our children and staff. This is a period of rapid evolution and improvement for Mill Dam and we would love to welcome you to join our team.

“

‘Mill Dam is an inspiring and motivating place to work’

Jane – Teaching Assistant

‘I like working in after school club because the children are full of excitement and have bundles of energy’

Kelly – After School Club Lead





Why Choose Mill Dam School?

We are a close community who care for each other and value everyone's contributions.

We work in an innovative and stimulating environment which is well equipped and organised.

We have a knowledgeable and approachable SLT who are committed to achieving the very best outcomes for all our pupils.

We are able to call upon expertise from across the Trust, collaborating and sharing best practices through networking groups.



About the Trust



Our vision is to create a collaborative of schools that work together to deliver excellence; a collective where teaching and learning is paramount and children enjoy and engage in a rich and relevant curriculum. We strive to foster a culture of high aspiration amongst all our students and to create an environment where everyone reaches their full potential, regardless of their social, economic or cultural background and where success truly is a shared experience.



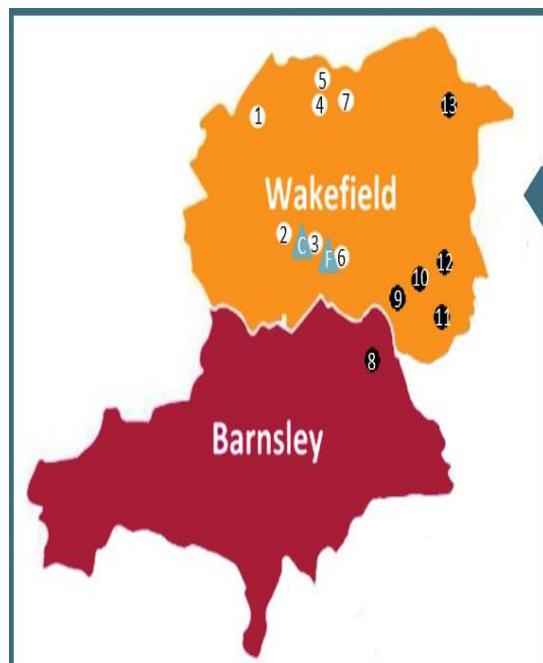
The creation of the Centre for Excellence (CfE) is the single most important development the trust has delivered in recent years. The centre has become the beating heart of our school improvement strategy, CPD offer, partnership working and the main conduit for our blended learning provision. Our School Improvement Team are based in the CfE and leaders from across the trust work alongside them to develop practice and provision. The trust believes that excellence can only be delivered through investing in people and providing them with the resources they need to deliver. The CfE is one example of how we do that.

The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between each other within a reasonable time frame. There are currently thirteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.



I joined Waterton as an apprentice and have enjoyed three years of professional development. I feel that I have grown into a valued member of the Central Team. I am loving working within the excellent resource that is the CfE.

Jack
Digital Media Officer



Waterton Offices

C – Centre for Excellence
F – Finance Office

West Hub Schools

- 1 – Wrenthorpe Academy
- 2 – Sharlston Community School
- 3 – Walton Primary Academy
- 4 – Normanton Junior Academy
- 5 – Lee Brigg Infant and Nursery School
- 6 – Crofton Infants' School
- 7 – Normanton Common Primary Academy

East Hub Schools

- 8 – Churchfield Primary School
- 9 – King's Meadow Academy
- 10 – West End Academy
- 11 – South Kirkby Academy
- 12 – Ackworth Mill Dam School
- 13 – Cherry Tree Academy

Why Choose Waterton?

Everything we do is about creating a team of committed professionals who share our ambition for young people.

We are committed to providing employees with a safe, healthy and supportive environment in which to work.

We seek to reduce disadvantages, discrimination and inequalities of opportunity. We promote diversity.

We recognise the need to support staff to enable a healthy work life balance.

We are able to draw upon expertise from across the trust. Colleagues collaborate and share best practice through a number of trust wide networks.

Our partners are of the highest quality and colleagues have the opportunity to work alongside sector leaders such as the EEF and Research School Network.

Flexible working arrangements are promoted across the trust where possible, to enable our staff to manage their work life and family commitments.





About the Trust (Continued)

Partners and Projects

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about.

Quality professional development is delivered by colleagues from across the trust to all members of our team.

We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and being contributors to the wider system leaders' network. We therefore encourage colleagues to take up opportunities and engage in projects outside of the trust.

Below are examples of some of the partners, projects and opportunities that Waterton Academy Trust colleagues experience.

I started my teaching career as an ITT student through the Waterton and Leeds Trinity partnership. I enjoyed the ITT course and found the training on offer, especially within Waterton, to be extremely beneficial. The course was challenging, supportive and a great deal of fun. The fact that there is a job at the end for successful students is the cherry on the cake!

Robyn

Year 2 Teacher (RQT)



Education
Endowment
Foundation

A collaborative partnership between Wakefield Local Authority, Wakefield System Leaders and Doncaster Research School. Supported by funding from the Education Endowment Foundation and Wakefield Council. The primary project is led by Waterton's CESO and Waterton LLEs are involved throughout.

A partnership through which EBE and Waterton Academy Trust (and the broader Waterton network) collaborate to offer professional learning to teachers and leaders.



**Evidence Based
Education**



Apprenticeships

The desire to invest in all colleagues has seen the trust become an apprenticeship provider. The first apprenticeship to be designed was the Level 3, Supporting Learning in Primary Schools. The trust is currently designing further courses to support early career progression.

Investing in future leaders has seen the trust create a strong relationship with Learners First. Colleagues have full access to NPQ courses, with NPQH and NPQEL cohorts working together in the CfE.





Job Description

Title	Class Teacher to lead EYFS and KS1
Responsible for	Carrying out the professional responsibilities of a teacher, upholding the Professional Teachers' Standards (DFE) and the supervision of support staff when deployed to contribute to pupils' learning.
Accountable to	Head of School and Executive Head Teacher

Purpose of the Post

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils
Ensure delivery of high quality teaching and learning for which they are accountable

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teachers' Standards, DFE, 2011)

Teachers' Standards, DFE, 2011. A teacher must:

- Set high expectations which inspire, motivate and challenge pupils (TS1)
- Promote good progress and outcomes by pupils (TS2)
- Demonstrate good subject and curriculum knowledge (TS3)
- Plan and teach well-structured lessons (TS4)
- Adapt teaching to respond to the strengths and needs of all pupils (TS5)
- Make accurate and productive use of assessment (TS6)
- Manage behaviour effectively to ensure a good and safe learning environment (TS7)
- Fulfil wider professional responsibilities (TS8)
- Demonstrate consistently high standards of personal and professional conduct (PART TWO)

A) Planning, Development and Co-ordination

- To set challenging teaching and learning objectives which are relevant to all pupils in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons.
- To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils' interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to the teaching team, meetings and events.
- To plan for the deployment of support staff where deployed to contribute to pupils' learning.
- To plan for opportunities for pupils to learn in and outside of school contexts.
- To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.

B) Teaching, Learning and Classroom Management

- To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning.
- To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident.
- To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range.
- To teach well-structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities.
- To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- To use IT effectively to enhance the delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures.
- To create a culture which shows 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 difference faiths and beliefs).
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate adult.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.

C) Monitoring and Assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching for improved learning outcomes.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
- To involve pupils in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties.
- To identify levels of attainment for pupils learning English as an additional language.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning.
- To report on pupils' attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.

D) Subject Co-ordination and Leadership

- To implement and review the school's development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the use of the subject within school and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of the subject to promote new teaching methods and improve learning throughout school and to monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision.

Core Duties

- The education and welfare of a designated class/set groups in accordance with the Conditions of Employment of School Teachers as laid down in the current Pay and Conditions Document.
- To ensure that the requirements of the National Curriculum (2014), EYFS Statutory Framework (2021) and KCSIE (2021), the school aims and all policies agreed by the **Governing Body and Waterton Academy Trust** are fully complied with.
- To wholly commit to ensuring children and young people and fully supported and safe. To safeguard all children and young people whilst promoting their welfare.



Next Steps

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Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.



WATERTON

ACADEMY TRUST®



Waterton Academy Trust
The Grove, Walton,
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