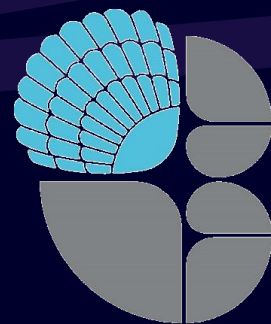


Teacher

with TLR (Mathematics lead)

Wroughton Academies
April 2025



**WROUGHTON
ACADEMIES**
*Creative
Education
Trust*

You can find out more at:
www.creativeeducationtrust.org.uk

Thank you for your interest in the role of Teacher at Wroughton Academies.



In December 2016, Wroughton Academies (Wroughton Infant and Wroughton Junior Academies) proudly became a member of the Creative Education Trust, which consists of eleven secondary and six primary academies in the Midlands and Norfolk plus a central team.

As a CET school, we have access to outstanding support from the very best experts in school improvement and professional development. Our children also benefit from cross-trust enrichment activities and an innovative approach to cross-curricular development through the 'Knowledge Connected' programme.

Our mission at Wroughton Academies is clear – 'Through the highest expectations, we ensure that children have the knowledge, understanding and skills to be confident and successful'. We strive to achieve this mission through our excellent staff team, alongside a programme of professional training and development which is supported by a designated staff training room.

We are a large but friendly staff team who understand the importance of a high-quality education to support all pupils to achieve their full potential. Our curriculum is therefore integral to everything we do. We place a high priority on ensuring that children leave us with the necessary skills and passion for reading. Phonics is taught through the Read Write Inc Programme and we use our 'Steps to Read' curriculum to develop comprehension skills. Our children access books in our wonderful library and regularly complete Accelerated Reader quizzes.

We have a strong maths curriculum, also integrated with a very clear maths calculations policy. For other subjects, we have adopted the CUSP curriculum, which not only ensures coverage of subject knowledge in Science and other subjects, but ensures that the children have the opportunity to learn about a diverse range of topics. We equally focus on Music, Spanish, RE, PSHE and PE and love to provide opportunities for our children to perform. We are lucky enough to have extensive outdoor grounds where the children play and learn.

If you feel that you are the right person to make a difference to our wonderful pupils, please send completed application forms to: enquiries@wroughtonacademies.org.uk

Yours faithfully,

Mrs Jess Balls
Headteacher

**“We are looking for
a dedicated, hard-
working, Teacher”**

You can find out more at:
www.creativeeducationtrust.org.uk

ABOUT CREATIVE EDUCATION TRUST



Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England. It was established in 2010 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare students for their transition to adult life and employment.



Our Mission

To give every child in our schools the best possible start in life through excellent education and wide-ranging co-curricular opportunities

Our Vision

To send out into the world educated, creative, confident and responsible young people, who can succeed in their ambitions and make their communities better places

Our Values

Ambition

We are ambitious in everything because only the best will do

Excellence

We do not stop at 'good enough'

Creativity

We connect our knowledge in innovative ways

Resilience

When the going gets hard, we up our game and reach our goal

Inclusion

Every child and every colleague matters – we will work for and with them all

Respect

We value the ideas of others and make sure all voices are heard

You can find out more at:

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WROUGHTON ACADEMIES

Creative Education Trust

ABOUT WROUGHTON ACADEMIES



Our closely-connected schools opened in the early 1950s and we have subsequently served our local community for many years. In December 2016, we became Wroughton Infant Academy and Wroughton Junior Academy –part of Creative Education Trust.

Our dedicated staff team educate children between the ages of 4 and 11 years, although we also have our own on-site nursery provision for two and three year-olds. We have a beautiful large site, with plenty of space for children to explore, learn and develop.

The school is well resourced and we strive to provide an inclusive and expansive education for all of the children in our care. We ensure all children 'achieve excellence' through developing their knowledge, skills and confidence.

Wroughton Academies offer

- A seamless transition into our reception classes from nursery or other providers.
- Before and after-school club provision (7.30am to 5.15pm) – for all children
- Highly qualified and dedicated teaching and support staff to meet every child's needs.
- A strong focus on making sure children have the skills and passion for reading.
- A broad and balanced curriculum, which focuses on all subjects including: science, art, computing, music, design technology and physical education.
- New digital screens in every classroom to support interactive teaching.
- A purpose built central library with thousands of books for children of all ages.
- A large outdoor and rural area on the school site with a range of playground equipment.
- Dedicated staff to support children's welfare.
- A strong Parents and Friends Association (PFA) who support the school with a range of successful events throughout the year.



You can find out more at:

www.wroughtonacademies.org.uk

SUPPORT FOR OUR STAFF

We are committed to providing our academy leaders with the highest quality support and challenge to ensure that their schools excel and give our students the education they deserve.

Our Principals and Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and our Director of Standards and Primary Education.

Each of the Creative Education Trust's schools benefits from a comprehensive programme of support and challenge, including working with former HMIs.

Creative Education Trust places a strong emphasis on CPD for teachers and for senior and middle leaders. We run a regular programme of training events to improve teaching performance and also provide focused management development and one-to-one coaching opportunities. We have an active cross-trust group on the Teaching Leaders programme and use Future Leaders and Teach First extensively.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Head Office team, who are available to advise on financial planning, audit, HR, legal and property matters either directly or by referral to our professional advisors.

Each of our Headteacher is a member of the Headteachers' Forum that meets regularly to help Creative Education Trust develop its ethos and strategy, and to share their professional expertise. As the network of Creative Education Trust schools grows, this forum has increasing value as a means of professional development and problem solving.

There are also a number of cross-group, phase leader and year-specific forums.



You can find out more at:

www.creativeeducationtrust.org.uk

TEACHER JOB DESCRIPTION AND PERSON SPECIFICATION

LOCATION

- Wroughton Academies, Gorleston, Norfolk

SALARY

- MPS/UPS + TLR 2b

THE ROLE

- To be responsible for achieving the best possible standards in work and conduct for all pupils in the class and to promote and safeguard the welfare of all pupils within the school.
- All Teachers are required to carry out the duties of a school teacher as set out in the current 'School Teachers' Pay and Conditions Document' and all Teachers job descriptions are linked to the DfE Teachers' Standards 2012. Teachers' work performance will be assessed against the Teachers' Standards as part of the performance management process.
- Set high expectations which inspire motivate and challenge pupils.
- Promote good progress and outcomes by pupils Be aware of pupils' capabilities and prior knowledge. Plan teaching to build on these, demonstrating knowledge and understanding of how pupils learn.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions and to underpin good quality teaching and learning.

PRINCIPAL DUTIES AND RESPONSIBILITIES

As a class teacher:

- Monitor the personal and social development, health and welfare of each pupil in the class
- Have a thorough knowledge of all pupils in the class through data provided, and contact with pupils, parents and staff colleagues as appropriate
- Be aware of the relevant curriculum for all pupils in the class and monitor the academic progress of

pupils through their reports, studies, grades and contact with other teachers.

- Encourage and be aware of the involvement of pupils in the school's extracurricular activities.

Demonstrate good subject and curriculum knowledge:

- Maintain a secure up-to-date knowledge of relevant subject areas through participation in training and development opportunities identified by the school or as an outcome of the appraisal process.
- Deliver the curriculum as relevant to the age and ability of the pupils.
- Set appropriate homework in line with school policy and the homework timetable.
- Support the development the pupils' reading, writing, mathematics and communication skills through the curriculum.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English at all times.

Plan and teach well-structured lessons:

- Contribute to the development of schemes of work.
- Engage in short medium and long term planning of lessons and sequences of lessons.
- Demonstrate a clear understanding of appropriate teaching strategies relevant to the age and abilities within the group.
- Plan and undertake enrichment & extension activities where possible to consolidate and extend the knowledge and understanding pupils have acquired.

Adapt teaching to respond to the strengths and needs of all pupils:

- Monitor the progress of groups to close any gaps between them.
- Teach appropriately differentiated lessons which will
- Enable pupils of lower ability to engage with the subject and learn effectively
- Challenge and stretch pupils of higher ability.

Make accurate and productive use of assessment:

- Use formative and summative assessment opportunities to maximise pupils' progress.
- Use relevant data to monitor progress, set targets, set homework and plan subsequent lessons.

Manage behaviour effectively to ensure a good and safe learning environment:

- Implement whole school strategies to support behaviour for learning.
- Carry out morning afternoon and break time duties as directed.
- Establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively as necessary.
- Be a positive role model and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.
- Promote and safeguard the welfare of all pupils within the school, raising any concerns in accordance with the school's protocols and procedures.

Fulfil wider professional responsibilities:

- Support the school's Initial Teacher Training activity as appropriate.
- Take opportunities to develop professionally and share good practice to develop consistently high standards of teaching and learning.
- Work collaboratively with our partner schools to support pupils' transition.
- Facilitate the work of support staff to enhance pupils' progress.
- Work collaboratively with parents and carers to support pupils' progress.
- Support pupils to develop wider key skills.
- Uphold all school and Creative Education Trust policies.
- Attend and actively participate in meetings.
- Make a positive contribution to the wider life and ethos of the school.

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed.

TLR Role description

Job Purpose

To be accountable for the maintaining high standards of designated curriculum area(s) / aspects of the school's work and to support, hold accountable, develop and lead a team of staff focusing on that area.

Generic Areas of Responsibility as a TLR postholder

As a key member of the teaching staff you will be expected to make a significant contribution to the global development of teaching and learning in the school. You will need to set high standards of personal performance and professional conduct and be an exemplar of model best practice to others.

Your responsibilities will fall into three main areas, with some other specific areas as defined below.

a) Strategic Direction of the area / aspect of work (with the support of, and under the direction of, the headteacher and leadership team)

- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- Develop plans for the area / aspect of work which identify clear targets, timescales and success criteria in line with the Academy Development Plan, including the management of aspects of finance within the agreed school procedures and best value principles;
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

b) Teaching and Learning

- Ensure continuity and progression in the area / aspect of teaching by supporting colleagues in selecting the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, in line with the Academy Development Plan;
- Evaluate teaching in the area / aspect of work by the monitoring of teacher's plans, work scrutiny and lesson observation, in order to identify effective practice and areas for improvement and take appropriate action to improve further the quality of teaching.

c) Leading and Managing Staff

- Enable all teachers to achieve expertise in planning for and teaching in the area through example, support and by leading or providing high quality professional development opportunities;
- Demonstrate an excellent ability to advise and support other teachers;
- Provide clear feedback, good support and sound advice to others;
- Provide examples, coaching and training to help others to become more effective in their teaching;

- Help others to evaluate the impact of their teaching on raising pupil's achievement;
- Contribute to the Performance Review of all teachers in the area of work;
- Ensure that the headteacher, SLT and Academy Councillors are well informed about policies, plans, priorities and targets for the area and that these are properly incorporated into the Academy Development Plan.

Specific Key Accountabilities

As a TLR postholder

- Attend regular Heartbeat meetings alongside other senior leaders and present at AIB's and SOACs.
- Oversight of planning, standards of achievement, maintaining appropriate levels of challenge, assessment and review, organisation, curriculum balance, and contributing to the overall development of teaching and learning in line with the Academy Development Plan.
- You will be accountable to the Headteacher, need to report back to the SLT on progress in a range of areas and establish effective communication with the other leaders of learning to ensure consistency and continuity.

Other Duties

- As a senior member of staff, you may on occasion be asked to carry out other non specified tasks or responsibilities as could be reasonably expected of you, such as Community links or Parent Communication.

This job profile may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time in consultation with you. It does not form part of the contract of employment but describes the way the postholder is required to meet the key accountabilities.

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Masters degree in Education
EXPERIENCE	<ul style="list-style-type: none"> • Experience of working across EYFS, Key Stage 1 or Key Stage 2. • A good concept of recent curriculum changes 	<ul style="list-style-type: none"> • Experience in two different Key Stages
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Understanding of the National Curriculum for EYFS, KS1 and/or KS2 • Good awareness of Phonics (e.g. Read, Write, Inc.) • Knowledge of relevant policies/codes of practice and awareness of legislation; • Ability to monitor pupils' responses to learning and provide detailed and regular feedback to on pupils' achievement/progress; • Ability to relate well to children and adults; • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. • The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom • The ability to plan for progression in learning, using intervention as necessary. • The ability to use assessment for learning to improve teaching and learning as well as to assess and record student progress. • The ability to establish a safe and purposeful working atmosphere that supports learning and in which students feel secure and confident. • The ability to make use of technology to develop teaching resources as well as to enrich the curriculum. • A commitment to make a positive difference to children and young people. • A commitment to working collaboratively within the faculty. 	<ul style="list-style-type: none"> • Experience of Cusp curriculum • Experience of Read to Write
SKILLS AND PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • Confident and efficient in managing classes and behaviour. • Focused on ensuring all children make progress. • Ability to relate to young people and adults in an empathetic manner. • Demonstrable experience of building effective relationships. • Demonstrates resilience, motivation and commitment to driving up standards of work and achieving excellence. • Ability to respond swiftly and effectively to the unexpected. • Excellent communication skills, both orally and in writing e.g. letters and reports. 	<ul style="list-style-type: none"> • Demonstrate an absolute commitment to CPD within the last 12 months
EQUAL OPPORTUNITIES	<ul style="list-style-type: none"> • A demonstrable commitment to supporting and promoting safeguarding, equality and diversity 	
SAFEGUARDING	<ul style="list-style-type: none"> • A thorough understanding of up-to-date safeguarding requirements and best practice 	
OTHER REQUIREMENTS	<ul style="list-style-type: none"> • Willingness to learn and develop own skills, support the school mission and values. 	

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.