



Outcomes Focused, Child Centred



**Temporary Teacher of Maths
Recruitment Pack**

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Welcome from the Chief Executive

On behalf of the Northern Education Trust Board, welcome to the Northern Education Trust.

We are unwavering in our commitment to ensure that the outcomes our young people secure prepare them fully for life beyond school. Our Academies are happy and thriving communities where children both achieve and feel safe and cared for. As an inclusive Trust we strive to help young people overcome any barrier to learning.

We are a caring employer and invest heavily in professional development, allowing our staff opportunities to take the next steps in their career. We hope you find our website holds all the information you need to believe that whether you are a parent or prospective employee, your next steps should be taken with us.

Welcome from the Principal



Thank you for taking the time to look through our recruitment pack for a Temporary Teacher of Maths at Kearsley Academy.

Kearsley Academy has undergone a fantastic transformation over the last four years; strong and stable leadership from the Trust as well as a committed senior leadership team and amazing teaching and support staff has resulted in an Academy that has moved from being a poor performer to one of the best performers both in the local authority and nationally in respect of progress made by students attending the academy.

Our vision is that **“We constantly focus on standards as we understand outcomes are paramount. Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care”**. I can genuinely say that

this vision is shared by all the team at Kearsley Academy, with no excuses and no exceptions. We have high expectations for our students, regardless of social background or their starting point in academy life, and through driving quality teaching and learning in the classroom, recruiting and retaining outstanding staff and maintaining a relentless focus on standards, we are able to drive outcomes for our students which are reflected in GCSE results at 4+ and 5+ in the core subjects well above the national average.

Whilst our drive for outcomes is paramount, we also understand that we often work in a challenging environment; the school has a high level of pupil premium children, children with special educational needs, and children with other challenges within our care. We have a dedicated non-teaching inclusion team on site offering a high level of pastoral care and working with external agencies and the local community to assist children not only in achieving good academic outcomes, but also developing them as people who understand and engage with the communities around them. Central to this is our Praise culture; pupils celebrate each other's work on 'Proud Thursdays'. During lessons, pupils take the initiative and applaud each other's achievements, and this helps them to feel a sense of motivation and develop a can-do approach to learning.

It's not just our learning and inclusion professionals who get involved at Kearsley, we have a strong experiences programme to ensure that all children benefit from great school activities or days out. We have a strong enrichment programme with clubs and activities on offer after the school day is finished. Our support staff regularly get involved in these activities, as well as playing a core role in school initiatives such as reading with the children or taking part in break duties, and are involved in and supported by whole school systems such as our expectations for learning policy.

Kearsley Academy has received numerous local and national accolades in recent years, but perhaps the best one we've had is from our pupils; they told our recent OFSTED inspection team that “they feel safe at school, and are happy and proud to attend this school”.

Thank you for reading, and once again, welcome to Kearsley!

Mr. Andrew Newton

Principal, Kearsley Academy

Northern Education Trust

Our Vision

We constantly focus on standards as we understand outcomes are paramount. Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care.

The 10 values which underpin our vision:

1. We care passionately about the education and welfare of young people
2. We believe that all young people, irrespective of background or ability will be successful in our Trust
3. We are not and will never be selective. We believe that local schools are for all children
4. We are always inclusive. Our mechanisms to support the most vulnerable child to succeed and overcome barriers to learning are a key aspect of our work
5. Our approach to education recognises that outcomes are paramount and also allows children to gain experiences and values which prepare them fully for life in modern Britain. This includes workplace skills and appropriate advice for future progression
6. We have high expectations of behaviour
7. We adopt the local authority admissions protocol and work closely with them
8. We would always wish to act in such a way that has a positive effect on a neighbouring school or community. We care passionately about children in all schools, not just our own
9. That all employees act with integrity and embrace the value that 'we are the Trust'
10. We work regionally and nationally to develop approaches to MAT improvement that influence the wider school-led system

Northern Education Trust

NORTHERN Model for School Improvement

No Exceptions and no excuses / Aspiration & compliance / The 80/20 model

Outstanding leadership / Outcomes focused / Vision and values – with integrity

Relentless focus on standards / RAG and STEPS

Teaching and learning / Quality in the classroom

High expectations / Behaviour policy, staff performance

Enrichment / Curriculum and beyond

Recruitment, retention and staff development

Network development and system leadership

The Application Process

The Trust seeks highly motivated and professional individuals to work for us. You must have a passion and commitment to improving the life chances of our students. Vacant posts are advertised on our website and a Trust application form must be submitted for these posts.

We are committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. All posts are subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and well-being of our students.

All applications must be made through our online portal. We are unable to accept CV's or applications made postally. The link to apply is shown at the bottom of the Job advert on page 9.

Successful candidates will then be contacted to attend for an interview. Dependent on the position applied for will determine this process. For teaching applicants there will be a requirement to be observed teaching a lesson and then interviewed by a panel of three academy staff.

Non-teaching applicants will be required to complete a task and then interviewed by a panel of three academy staff.

After interview the successful candidate will be contacted, start date confirmed and a conditional offer letter sent out, subject to our safer recruitment practice.

Where to Find Us



Directions to Kearsley Academy

From the M60, either direction exit at junction 15, take the M61 exit to Preston/Wigan/Bolton. Keep right at the fork to stay on M61, follow signs for A666. Take the A6053/A666 exit towards Farnworth/Kearsley. At the roundabout, take the 3rd exit onto Bolton Rd/A666. Exit the roundabout onto Bolton Rd/A666. Go straight through the traffic lights then take the first right onto Pilkington Rd. At the end turn right onto Springfield Rd. Entry to Kearsley Academy is the second turning on the right, for access press the buzzer for reception.

From the M61, exit at junction 3, take the A6053/A666 exit to Farnworth/Kearsley. At the roundabout, take the 3rd exit onto Bolton Rd/A666. Exit the roundabout onto Bolton Rd/A666. Go straight through the traffic lights then take the first right onto Pilkington Rd. At the end turn right onto Springfield Rd. Entry to Kearsley Academy is the second turning on the right, for access press the buzzer for reception.

From Bolton via St Peter's Way A666, take the exit signposted for Kearsley/Preston/M61. At the roundabout take the 1st exit onto Bolton Rd/A666. Exit the roundabout onto Bolton Rd/A666. Go straight through the traffic lights then take the first right onto Pilkington Rd. At the end turn right onto Springfield Rd. Entry to Kearsley Academy is the second turning on the right, for access press the buzzer for reception.

Contact Details

Kearsley Academy
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Kearsley
BL4 8HY

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Web: <https://ka.northerneducationtrust.org>

Job Advert

Post: Temporary Teacher of Maths

Contract Type: Fixed Term until 24th May 2024 (starts 5th June 2023)

Salary Range: MPS1 – UPS3 (£28,000 - £43,685)

Working Type: Full Time

Base: Kearsley Academy

Please note: the post holder will be engaging in regulated activity, working mainly or wholly with children. This position is exempt from the rehabilitation of offender's act 1974. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

Northern Education Trust is a not-for-profit education charity, operating within the North East and North West of England, and works with schools by invitation only. It was formed in 2012 and currently sponsors 22 Academies – 10 primary and 12 secondary – making it one of the largest Multi Academy Trusts in the North of England. All of the Trust's primary schools are rated either Good or Outstanding by Ofsted, as are all the Trust's secondary schools which have been inspected whilst sponsored by NET.

We constantly focus on standards as we understand outcomes are paramount. Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care.

We are seeking to appoint a Temporary Teacher of Maths.

Main Duties include:

- Setting high expectations which inspire, motivate and challenge pupils.
- Promoting good progress and outcomes by pupils.
- Demonstrating good subject and curriculum knowledge.
- Planning and teaching self-structured lessons.
- Adapting teaching to respond to the strengths and needs of all pupils.
- Making accurate and productive use of assessment.
- Managing behaviour effectively to ensure a good and safe learning environment.
- Fulfilling wider professional responsibilities.

In order to apply for this position, please visit:

<https://northerneducation.octo-firstclass.co.uk/candidates/account/login/152074?aisId=12&rmId=3361&src=3>

In accordance with Keeping Children Safe in Education 2022, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the interview process.

The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. All posts are subject to enhanced disclosure and barring service checks. We expect all adults to share our commitment to safeguarding and the health and well-being of our pupils.

For more information, please contact m.field@northerneducationtrust.org

Closing date: 30th March 2023

Due to the nature of the role, should suitable candidates apply, we reserve the right to recruit and close for further applications.

Job Description

Job Title:	Teacher		
Base:	Academy		
Reports to:	Principal	Grade:	MPS1 – UPS3
Service responsibility:		Salary:	£28,000 - £43,685 FTE
Additional:	Some travel may be required across NET sites.	Term:	

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

NET expects all teachers to demonstrate that their practice is consistent with the Teaching Standards.

Responsibilities

The duties outlined in this job description may be modified by the Principal or Governors, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and will be reviewed annually as part of the Appraisal process

The appointment of a Teacher is subject to the current conditions of employment for teachers contained in:

- The School Teachers' Pay and Conditions Document (STCPD);
- the required Standards for Qualified Teacher status;
- other current and relevant legislation.

Teachers Role

- 1. Set High Expectations Which Inspire, Motivate and Challenge Pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- 2. Promote Good Progress and Outcomes by Pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3. Demonstrate Good Subject and Curriculum Knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and Teach Well-Structured Lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area/s

5 Adapt Teaching to Respond to the Strengths and Needs of all Pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make Accurate and Productive use of Assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil Wider Professional Responsibilities

- make a positive contribution to the wider life and ethos of the Academy

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents/carers in regard to pupils' achievements and well-being

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have appropriate and professional regard for the ethos, policies and practices of the Academy, maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

NET expects that all teachers are role models to students and promote the professional image of the Academy at all times in their behaviour, conduct and dress code

GDPR

1. To adhere to GDPR and Data Protection Regulations, whilst maintaining confidentiality

Safeguarding

1. To follow all safeguarding and child protection policies and procedures
2. This role wholly or mainly involves working with children

GENERAL

1. To participate in wider Academy meetings and working groups as required
2. Following Academy policies and procedures especially those relating to Child Protection and health; safety, security, confidentiality and data protection, reporting all concerns to an appropriate person

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Person Specification

			Assessed by:	
No	Categories	Essential / Desirable	App Form	Interview / Task
QUALIFICATIONS				
1	An honours degree	E	✓	
2	A teaching qualification together with Qualified Teacher Status (QTS)	E	✓	
EXPERIENCE				
3	Experience of teaching, learning and assessment to at least KS3/4, preferably KS5	E	✓	✓
4	A good understanding of curriculum developments	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
5	Able to use a range of teaching and learning strategies	E	✓	✓
6	Commitment to high standards in all aspects of the academy's work	E	✓	✓
7	An understanding of how Assessment for Learning can improve student performance and how to embed this within your department	E	✓	✓
8	Confidence in the use of standard computer packages and how these can be used to enhance student learning	E	✓	✓
9	Able to use student level data to raise standards	E	✓	✓
10	Enthusiasm for your subject	E	✓	✓
11	Creative problem solving together with willingness to take on and develop and try new approaches and ideas	E	✓	✓
12	Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues	E	✓	✓
13	Able to communicate both orally and in writing to students and their parents	E	✓	✓

			Assessed by:	
No	Categories	Essential / Desirable	App Form	Interview / Task
PERSONAL QUALITIES				
14	Pleasant and friendly manner	E	✓	✓
15	Polite and punctual	E	✓	✓
16	Reliable	E	✓	✓
17	A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy	E	✓	✓

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Chief Executive: Mr R Tarn

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