



Unqualified Teacher  
Application Pack  
Stanley Road Primary School



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## Unqualified Teacher Application Pack

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# About Our Trust



With the intention to seek more autonomy and control over the school budget and services, Perry Hall Primary School converted to an academy on the 1<sup>st</sup> of July 2013.

At the same time, Perry Hall was delivering School to School support to Berrybrook Primary following a subsequent request from their local governing body, who later in April 2014 joined the trust, officially making it Perry multi-academy trust (MAT). Since then, a number of schools across multiple authorities have been welcomed into the Trust.

The management of the MAT is the responsibility of the trustees who are elected and co-opted under the terms of the Articles of Association.

## Our Vision



### **Our Purpose:**

*We aim to improve the outcomes for all children across our Multi-Academy Trust regardless of their starting points*

### **This is achieved for all our children by:**

- A world class educational experience that will deliver better life chances;
- Ensuring that all children regardless of their starting points achieve above national expectations, and the proportion of pupils making better than expected progress is in line with national expectations;
- Ensuring that children in our schools have the added value and opportunities in curriculum design through partnership with commerce and business;
- Making sure the families surrounding our children have access to the best possible education opportunities for their children;
- Inspiration from excellent role models who are leaders in their academies;
- Celebrating success of all adults and children.

# Trust Safeguarding Statement

Perry Hall Multi-Academy Trust schools first priority is the welfare of our children. We are committed to the highest standard in protecting and safeguarding the children entrusted to our care at all time.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all of the staff are well placed to identify such abuse and offer support to children in need.

**In our Trust Schools, we aim to:**

- Create an atmosphere where all our children can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse

**We will support all children by:**

- Encouraging self-esteem and self-assertiveness, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within school.

Please refer to our Academy SEND policy to view our procedure on early identification and intervention of additional needs.

Everyone working with our children should be aware that:

- Their role is to listen and note carefully any observations that could indicate abuse
- They should not attempt to investigate once initial concern is raised



# About Stanley Road Primary School

## Nurture, Inspire, Achieve

### What makes Stanley Road special?

We have a large, skilled and experienced staff team. Our children represent many races, cultures and religions and bring a wealth of experiences and beliefs, but all come together to create the very special atmosphere which people often comment upon when they visit. In a previous Ofsted inspection one child described the school as a big happy family and the inspection team agreed.

We are very proud of that judgement. We see ourselves as part of the community and work hard to maintain relationships with both the families who use the school and the local residents.

We typically have around 20 different languages represented in school, providing Our '4 pillars of good citizenship', rather than a set of rules, establish the expectations for the school by which both staff and children abide. Mutual respect is central to life here.

We serve a diverse community and have developed a curriculum which meets everyone's needs: children are exposed to a wide variety of subjects and experiences so that they can gain the skills, knowledge and attitudes which will prepare them for a successful time at primary school and which also

ensure that they are ready to go on and achieve well at high school and then into adult life, to become productive and successful citizens.

# Teaching School

**We believe that what ultimately leads to the best possible education for our pupils is continual, life-long learning through the provision of support and training to both new and more experienced leaders and teaching staff.**

It is vital that staff development is ongoing, collaborative and experimental which is why our Teaching School deliver a range of bespoke training courses and support programmes which are tailored to the needs of those we are delivering them to. We understand fully that 'one size doesn't fit all' and that every school has its own individual needs and challenges.

Perry Hall teaching school serves schools both within Wolverhampton and further afield and is made up of a number of specialist leaders of education and expert practitioners who provide a high standard of support and training. Our team has a shared goal – to improve the learning experience of all pupils through the Teaching School. The Teaching School provides a great number of CPD opportunities for staff across our Trust.



# Job Description

Job Title: Unqualified Teacher – PPA Leadership Cover

**Main purpose of the job:**

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

### **Duties and responsibilities**

Unqualified teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### **Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- 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, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

## **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

## **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

## **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks

### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the school's Appraisal Policy

### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

# Personal Specification

This acts as selection criteria and gives an outline of the type of person and the characteristics required to do the job.

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Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria		
Attributes	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> <li>A qualification in English literacy and Mathematics/numeracy equivalent to GCSE grade A-C: (ie 'O' level grade A-C) or, CSE grade 1 or, a certificate that is nationally accepted as an acceptable equivalent ie certificates of Adult Literacy and Numeracy (level 2)</li> <li>Educated to Degree level or achievement of the Professional Standards for HLTA. For Higher Level Teaching Assistant this will include demonstrable and relevant SEN experience</li> <li>Commitment to further professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Qualified First Aider</li> <li>Holds a food hygiene certificate</li> <li>Speech and Language qualification</li> <li>Any SEND qualification relevant to the job</li> </ul>
<b>Competence Summary</b> (Knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> <li>Good understanding of child development and learning processes</li> <li>Possesses a sound knowledge of the early years curriculum or national curriculum and the age-related expectations of pupils</li> <li>Demonstrates a sound understanding of lesson planning and teaching strategies in the context of the early years or national curriculum</li> <li>Able to confidently and competently apply knowledge and skills acquired from training into a practical classroom context</li> <li>Demonstrates knowledge of the key factors that can affect the way pupils learn</li> <li>Can implement a range of teaching methods</li> <li>Demonstrates a sound understanding of aims, content, lesson planning, teaching strategies and intended outcomes of relevant lessons within the context of the early years curriculum or national curriculum</li> <li>Has the ability to confidently and competently apply knowledge and skills from training in a practical classroom context</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understands testing/examination frameworks in the relevant subjects and age ranges</li> <li>• Has sound knowledge of how to use ICT to advance pupils learning. Ability to use common ICT tools for own and pupils benefit.</li> <li>• Sound English and mathematics skills</li> <li>• Sound awareness of the statutory frameworks relevant to the role</li> <li>• Knowledge of the legal definition of Special Educational Needs (SEN) and sound understanding of the SEN Code of Practice</li> <li>• Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour</li> <li>• Good planning and organisational skills</li> <li>• Good monitoring and assessment skills</li> <li>• Ability to motivate and encourage pupils</li> <li>• Awareness of child protection and bullying issues</li> <li>• Willingness to promote social inclusion policies and practices</li> <li>• Ability to use basic technology ie photo-copier, computer, video and digital camera</li> </ul>	
<b>Work related personal requirements</b>	<ul style="list-style-type: none"> <li>• Proven excellent interpersonal skills</li> <li>• Actively enjoys working with children and has empathy with pupils and is sympathetic to their needs</li> <li>• Professionally discreet and able to respect confidentiality</li> <li>• Flexible approach to tasks</li> <li>• Firm, sensitive and effective approach towards pupil discipline</li> <li>• Confident and able to use own initiative</li> <li>• Good time management</li> </ul>	
<b>Other work requirements</b>	<ul style="list-style-type: none"> <li>• Patient and resilient</li> <li>• Willing to attend evening meetings as required</li> <li>•</li> </ul>	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The post holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

- I. Equal Opportunities
- II. Health and Safety
- III. Data Protection Act (1984 & 1998)
- IV. Code of Conduct

# Post Information

**Salary:** Unqualified Teachers Pay Scale Point (1-3),  
Fixed term to end on 31/08/2022 in the first instance.

**Closing Date:** 29/6/21 at Midday

**Start Date:** September 2021

**Employee Benefits:**

Trust staff are entitled to the following:

- Termly well-being mornings or afternoons
- Access to an employee benefits portal which includes a number of discount vouchers for shopping, entertainment and dining
- Cycle to work scheme
- Free will-writing service
- Free telephone counselling and online access to our employee advice and assistance portal

## **Applying:**

Please complete our application form which can be found on the Wolverhampton City Council website and return to

[Stanleyroad.office@perryhallmat.co.uk](mailto:Stanleyroad.office@perryhallmat.co.uk)

# Contact Details

## **Address**

Stanley Road Primary School

Stanley Road

Worcester

WR5 1BD

## **Call**

**01905 355043**

## **Email**

Stanleyroad.office@perryhallmat.co.uk

## Visit

www.stanleyroad.worcs.sch.uk



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