



Steel City
Schools Partnership

**Classroom Teacher
Recruitment information**

Greenhill Primary

2 x positions available: Nursery / Y5

Dear Applicant

Thank you for your interest in a career at Steel City Schools Partnership. As a Multi-Academy Trust with a very clear vision and ambition, Trustees are keen to ensure they recruit and retain the highest calibre of candidates to be part of Steel City Schools Partnership to provide the very best education possible to the children we serve.

We are a growing Multi Academy Trust with 9 primary academies currently and Bankwood Primary due to join us in Spring 2023. SCSP was formed on April 1st 2013 following a long established partnership between three local schools – Fox Hill Primary, Mansel Primary and Montenev Primary, a National Support School. Following a period of improvement, SCSP welcomed two new schools to the Trust – Greenhill Primary and Windmill Hill Primary – both on February 1st 2018. Woodseats Primary joined SCSP on September 1st 2019, Brook House Junior on April 1st 2021 and Lound Infant and Lound Junior joined on September 1st 2021. The Trust is delighted to be working with Sheffield Local Authority and with more schools who are considering joining SCSP.

The Multi-Academy Trust has been established to ensure a Sheffield, primary-led partnership of schools with an ambition to work closely with other academies and schools in both formal and informal arrangements. The Trust aims to provide a high quality learning environment that inspires and motivates children, staff and the wider community to engage in education and learning. The “To provide a first class, innovative education for all” philosophy drives policy, practice and governance in order to achieve this. Leadership development, succession planning and capacity building are also priorities for the Trust.

As a Multi Academy Trust we work closely and value greatly our relationship with a number of local and regional partners, being a Strategic Partner with the regional Teaching School Hubs. SCSP has been very successful with our CPD programme and outreach work, leading training for a range of educational and leadership programmes. We have lead staff who are subject experts at all levels of the current National Professional Qualifications. Our CEO is a National Leader of Education and an Ofsted Inspector.

We are also excited that in the government announcement in December 2022, Windmill Hill Primary has been named as a school that will either be rebuilt or refurbished as part of the Schools Rebuilding Programme.

SCSP has a proven track record of securing transformational change and sustainable school improvement. Our vision is to provide high quality education and deliver the best outcomes for young people within an ethos based on our vision and underpinning aims:

To provide an excellent education for all.

Achieving Excellence Sustaining Excellence Sharing Excellence

Our success is due to our biggest and most valuable asset – our staff team. We have a number of positions available across our academies and we are looking for enthusiastic and dedicated individuals to work with us.

SCSP can offer you

- Guidance of a supportive and experienced leadership team who invest in the development of their teams and the Trust
- Free on-site parking
- Access to healthcare and wellbeing services
- Encouragement of further and continued professional development
- Pension Scheme

An application form for the positions available can be accessed via our website:

<https://www.scsp.org.uk/vacancies/>

Here is some information about the academies, and telephone contact information:

Brook House Junior

Brook House Junior, is a rapidly improving school (Good – November 2019) in the west of the city serving the Beighton area. The school serves a close knit community and has wonderful external grounds, backing onto the Rother Valley Park. Brook House joined SCSP in April 2021 and in that time has made rapid improvements.

Pupils enter Brook House Junior almost entirely from Beighton Nursery Infant School which is next door to Brook House Juniors. The school has strong links with the Infant School. Brook House works closely with its feeder secondary, Westfield as well as with other local and regional schools.

The school is vibrant and happy, led by a team of hard working, experienced and committed staff.

Headteacher – Jack Huckstepp

Office Manager – Jodie Martin

Tel: 0114 248 7754

Fox Hill

Fox Hill is a vibrant and exciting academy in which to work and, with the additional Integrated Resource for 21 pupils, it serves a diverse community. Having moved into our new building (April 2015) we are excited about the next stage in our learning journey having made huge steps with pupil outcomes over the past years, whilst recognising there is still more to do. Ofsted in July 2019 deemed Fox Hill to be a 'Good' school for the second inspection in a row.

Fox Hill works closely with the local secondary school and is a targeted English Hub (Whiston Worrygoose) network school for early reading and phonics.

Headteacher – Annali Crawford

Office Manager – Toni Jenkinson

Tel: 0114 231 3469

Greenhill

Greenhill Primary is a good school (Ofsted – July 2022) serving the Greenhill village community in the south of the city. Since joining SCSP in February 2018, the school has made progress towards raising the outcomes and progress for the pupils. A new leadership team started in September 2019. SCSP are delighted that an IR for 12 children with SEMH/ASD has opened on site with a nursery provision due to be opened April 2023.

Headteacher – Scott Ellin

Business Support Manager – Carla Weaving

Tel: 0114 237 7080

Lound Infant and Lound Junior

Operating on 2 sites, Lound Infant and Lound Junior, formally Lound Academy Trust, are the most recent schools to have joined SCSP in September 2021. Both schools are Good (Infant Nov 2022 and Junior September 2022) and serve the Burncross / Chapeltown area. Lound works closely with the other SCSP and locality schools in the north of the city as well as with its feeder secondary Ecclesfield.

Lound's philosophy is based on giving every child the opportunity to succeed academically and socially; ensuring they achieve as highly as possible. We believe that every child has potential. Through a high standard of teaching, in a caring environment where children benefit from positive attitudes and high expectations, we aim to ensure that every child's potential is reached.

Headteacher – Emma Bellamy

Office Manager – Sam McCarthy

Tel: 0114 246 2181

Mansel

Mansel is an effective school (Ofsted Good- January 2017) in the north of the city serving the Parson Cross estate. Approximately 62% of the pupils are deemed to be disadvantaged yet despite this challenge, has recorded very strong outcomes. The school has benefited from strong leadership and governance. Mansel works closely with the neighbouring secondary school and is a targeted English Hub (Whiston Worrygoose) network school for early reading and phonics.

Mansel is more than just a school, it is a hub for the community we serve and is a place where our children and families come first. Every day we strive to make a positive difference in the lives of the children we serve. We offer a warm welcome, acceptance and love whilst providing our children with the highest standards of education to prepare them for an amazing future.

We are extremely proud of our most recent set of academic results. Our KS2 outcomes were really something to celebrate as we exceeded the national expectations! We also had much to celebrate in Foundation Stage and KS1 as well with many results in line with or above national expectations.

Headteacher – Emily Matthews

Office Manager – Tammy Mosley

Tel: 0114 232 1278

Monteney

Monteney (Ofsted Good – March 2020) is a National Support School serving the north of the city and the Parson Cross and Shiregreen estates. Approximately 28% of the pupils are deemed to be disadvantaged and the school is oversubscribed every year. The school has a track record of Innovation and Leadership development. Monteney works closely with a range of external partners including the feeder secondary school, as well as Learners First and Learn Sheffield.

Monteney is a creative, collaborative and inclusive school which aims to inspire and encourage every child to be the best that they can be. We pride ourselves in delivering an exciting and creative curriculum and providing high quality learning and pastoral support for our children as well as offering excellent CPD opportunities for all our staff. We have a supportive, innovative, friendly and well-motivated staff team who work collaboratively to develop practice and share ideas.

We are excited about how our focus on the development of our Monteney curriculum has started to further improve pupil outcomes and engagement in learning. Our children are enthusiastic with positive attitudes to learning and they all strive to be "Monteney Learners" encouraged by our Monteney values. This was recognised in our last Ofsted inspection (March 2020).

Principal – Clare Hayes

Business Support Manager – Lynzie Houston

Tel: 0114 246 7916

Windmill Hill

Windmill Hill Primary (Ofsted Good – July 2022) joined SCSP in February 2018 after a period of time working in conjunction with the CEO. Windmill Hill serves the Burncross / Chapeltown area in north Sheffield. The school has made an application to reduce pupil numbers (30) due to a fall in the local birth rate. This is due to take effect from September 2023. Staff work together to provide a welcoming and inclusive environment so that all pupils can achieve their full potential.

Headteacher – Simon Plant

Office Manager – Kay Lindley

Tel: 0114 246 8550

Woodseats

Woodseats Primary (Ofsted Good – November 2016) joined SCSP in September 2019 after a period of collaboration with Greenhill Primary. The school is housed within a Victorian building, and is based in the south of the city on the Chesterfield Road (A61). The school has approximately 33% of the pupils deemed to be disadvantaged yet recorded results in 2019 that were in line with or above national in all key stages.

Headteacher – Jack Fellowes

Business Manager – Clair Morton

Tel: 0114 255 4619

I trust this flavour of the Trust excites you as much as it does us. We still have much to do across the 9 schools including ensuring standards are maintained and increased at all key stages. With the

dedicated team and collaborative approach, we are well placed to build on our many strengths and hope that you feel you want to join the Trust and to be able to shape and make a difference to children's outcomes. These are exciting and rewarding roles and I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Nicola Shipman', with a stylized, cursive script.

Nicola Shipman

Chief Executive Officer

JOB DESCRIPTION – CLASS TEACHER

PAY RANGE: Main Pay Scale / Upper Pay Scale

Job Purpose To carry out the statutory professional duties of a teacher, as laid down in the School Teachers' Pay and Conditions of Service Document in the light of the procedures, policies and guidelines adopted by the Board of Trustees and the Governing Body.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

Curriculum Development

- contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- contribute to the whole school's development activities
- attend whole staff meetings
- consult with curriculum leaders
- co-operate with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Other Professional Requirements

- establish and maintain effective working relationships with professional colleagues, acknowledging the need for mutual support
- take responsibility for your own professional development
- safeguard self from the destructive dangers of overwork and at all times seek to retain a healthy balance in your professional and personal life
- be familiar with all school policies including child protection procedures, health and safety policies and current SEN codes of practice.

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

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

This job description may be amended at any time following discussion with the Headteacher and will be reviewed annually.

Job Specification - Main Scale Teacher

Key Areas	Method of Assessment: Interview, Application Form, Assessment Exercises, References
(i) Professional experience	
Qualified Teacher Status	Application Form
Evidence of participation in professional development or study	Application Form
Successful teaching experience or evidence of successful completion of initial teacher training	Application Form, References
Working in a socially and culturally diverse school community	Application Form, References
Knowledge of the National Curriculum requirements	Application Form, Interview, References
Understands and is familiar with teaching and learning strategies	Application Form, Interview, References
(ii) Ability to work within a professional team and to develop and promote the Trust's ethos and values within the Primary Phase	
Teaching to a high standard	Application Form, Interview, References
Relates to and motivates pupils	Application Form, Interview, References
Works well within and contributes to team development	Interview, References
Understands and values the processes of planning monitoring and evaluation as an aid to raising standards	Interview, References
Good classroom management	Interview, References
Evidence of a commitment to an equal opportunities policy both in service employment	Application Form, Interview, References
(iii) Ability to Communicate Clearly	
Good written and oral communication skills	Assessment Process, Interview
Good presentational and ICT skills	Assessment Process, Interview
Clear and effective in meetings and in one-to-one discussions	Application Form, Assessment Process

• Skilled in conflict resolution	Application Form, Assessment Activities, Interview
(iv) Ability to Lead	
• Clear vision for the future of education and able to think strategically, to identify opportunities for future developments and improvements	Application Form, Interview
• Identify a need for and understand a clear process for the implementation of change and improvement	Application Form, Interview
• Respond effectively and efficiently to daily challenges	Application Form, Interview
• To make decisions on the basis of sound judgement	Application Form, Interview
• Identify potential for individual development	Application Form, Interview
• Have strategies to monitor and evaluate developments	Application Form, Interview
• Have mentoring, motivational and coaching skills	Application Form, Interview
• Be a professional role model	Application Form, Interview
(v) Personal Qualities	
• Be enthusiastic and determined	Application Form, Interview
• Able to work under pressure and recognise and manage stress	Application Form, Interview
• Have flexibility, sensitivity and tact	Application Form, Interview
• Commitment to ongoing and professional development	Application Form, Interview

Steel City Schools Partnership is looking for 2 skilled and inspirational teachers to complement the teaching staff team currently in place. We require a Nursery Teacher and a Year 5 teacher.

**Discussions about the roles are strongly encouraged.
For an initial discussion and / or to arrange a visit please contact**

**Scott Ellin, Headteacher, Greenhill Primary - 0114 237 7080
headteacher@greenhill.sheffield.sch.uk**

Application Information:

You can find further information about Steel City Schools Partnership and the individual schools by visiting the website: www.steel-city-schools-partnership.org where you will be able to download this pack and an application form.

Completed application forms should be returned by email to jobs@steel-city-schools-partnership.org

Please note that we reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.

All appointments made are to the Trust.

Please note the early closing date – 10.02.2023, 4.00pm

Proposed interview date – 22.02.2023

We expect the successful candidate to work within our collaborative spirit and ethos, by building on the successes of the individual schools by working in conjunction with others to raise standards and enhance the outcomes for the pupils, families and communities we serve.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

**We value our diverse workforce and aim to work together to make the most of our differences.
We welcome applications from everyone.**