



Diocese of Salisbury Academy Trust

'Beyond expectations for all of God's children'



St. Peter's
CE Primary Academy

Year 3 and 4 Phase Leader



Recruitment Pack



Welcome to the Diocese of Salisbury Academy Trust (DSAT)

and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-two academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at www.dsat.org.uk. We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

This recruitment pack includes:

Our School

Brief outline of who we are and what we do

Job Advert and How to Apply

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

Job Description and Person Specification

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

DSAT Vision and Values

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

Equal Opportunities Monitoring Form

We are committed to equality in the workplace and supporting the development of all our employees.

Privacy Notice

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.



St. Peter's CE Primary Academy

Dear Applicant,

Thank you for showing an interest in the posts advertised at St. Peter's CE Primary Academy within the Diocese of Salisbury Academy Trust (DSAT). Should you decide to apply for a position, you will be joining our new school at an incredibly exciting time. As the Headteacher, I am thrilled at the prospect of consolidating our wonderful team of professionals with an individual who has with the drive, ambition and skills to help create the outstanding school which our wonderful learning community rightly deserves.

Our school began life with 69 pupils in September 2018 and we have predicted numbers in excess of 260 from September 2022. As a new school, we have worked tirelessly to establish a strong local reputation and we are looking for an outstanding phase leader to join our team. This is the perfect opportunity for an outstanding teacher to take their first steps into a leadership position. The role will include elements of leading professional development, monitoring standards and communication with colleagues and parents. We value and nurture potential at St. Peter's, and would welcome applications from individuals that have only recently passed their ECT year, as well as more experienced professionals. The role involves weekly leadership time and subject responsibility.

We are proud to be a member of the DSAT, which is a strategic and forward-thinking Trust that recognises the needs and challenges across all its academies. You will join a team of professionals who are welcoming, compassionate, highly motivated and will promote high expectations and aspirations at St. Peter's Primary Academy and throughout the Academy Trust.

We look forward to welcoming you to St. Peter's and would highly recommend a phone call with myself. Additionally, we would highly recommend visiting our website and finding out more. Here you'll find plenty of content, including a [video for prospective parents and colleagues](#).

With very best wishes,

Ollie Martindale Headteacher



St. Peter's
CE Primary Academy

Our School

Located to the west of Salisbury, the heart of a vibrant new community, St. Peter's CE Primary Academy is set in extensive grounds overlooking the Wiltshire countryside. The building has state of the art facilities including a multi-use hall, extensive sports facilities inside and out, a multi-functional studio, food-technology room and a purpose-built nursery setting. St Peter's is a welcoming and stimulating environment which enables all children to thrive. We have developed an active, exciting and fast-paced curriculum which stimulates, engages and stretches all children whilst engendering them with a lifelong love of learning. Through personalised learning and sky-high expectations, all children are able to flourish and experience success. We are a strong, caring and supportive school community where children are encouraged to be reflective and proactive learners.

Vision and Values

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." Matthew 7:7

To equip children with a love of learning and passion to succeed by making education memorable, cutting-edge and challenging. Children will leave St. Peter's as experts in their own learning and endowed with a rich tapestry of core skills and competencies to allow them to achieve anything. Ask our children, what it means to come to St. Peter's, and they will tell you: we **Strive Beyond; Defy Limits.**

In addition to the Christian ethos, values and vision of our school, we place the following at the core of our school.

Aspiration Respect Wisdom Community

Curriculum Drivers

In addition to our core values, our curriculum is built on following key drivers:

Meta-cognition Enquiry Ethics Oracy Diversity

These five drivers combine to give children an immersive and active learning experience. Our pupils leave St. Peter's with a solid understanding of how they learn best, an appreciation of the wider world, and the motivation to leave it in a better place than they found it. We encourage potential candidates to view the curriculum section of our website to find out more, and see these drivers in action.



Job Advert

Job Title	Year 3 and 4 Phase Leader
Academy Name	St Peter's CE Primary Academy
Location	Xanten Way, Salisbury, SP2 9FL
Contract Type	Permanent
Salary	£25,714 - £41,604 depending on experience
Pension	Teachers' Pension Scheme
Contact	Wendy Dodds: office@stpeters.dsat.org.uk 01722 448445
Closing Date	20.5.2022
Interview Date	27.5.2022
Start Date	1.9.2022

Are you eager to work within a vibrant and forward-looking centre for learning?

Are you keen to grow as a school leader?

If the above resonates with you, an exciting opportunity has arisen in Salisbury for you to be part of the successful team shaping the Trust's vision for education at our school, St. Peter's CE Primary Academy.

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From September 2022, we will be looking for a phase leader to lead teaching and learning across Year 3 and 4. In this phase, you will oversee three mixed year group classes, including daily reading and maths lessons in which pupils are mixed according to learning need. **We value and nurture potential at St. Peter's, and would welcome applications from individuals that have only recently passed their ECT year, as well as more experienced professionals. The role involves weekly leadership release time and opportunities to work with senior colleagues on monitoring and improving learning across the school.**

The successful applicants will:

- lead, inspire and motivate children and staff alike
- lead on curriculum development

- oversee planning for the phase team, always deploying colleagues allocating work in a fair and effective way
- have excellent classroom practice and high expectations of their colleagues
- have a strong desire to improve their own practice further and contribute to wider school standards
- be willing to embrace, support and develop the Christian ethos of our school
- be a team player

In return, we are proud to offer you:

- extremely enthusiastic children
- a supportive headteacher
- wonderful parents who are keen to be involved
- a strong team of governors
- CPD across the Trust and access to NPQLT qualifications.
- fantastic career development opportunities

We strongly encourage you to take a look at our website: www.stpeters.dsat.org.uk and that of the Trust: www.dsat.org.uk to get a feel for us.

How to Apply

For further information, please contact Wendy Dodds at office@stpeters.dsat.org.uk or by phoning 01722 448445. Our Headteacher Ollie Martindale looks forward to receiving your applications, and is happy to discuss the role further on the phone or via Microsoft Teams. Again, get in touch with the office to arrange a chat.

When you have enough information to make your decision to apply, please complete all sections of the application form. Application forms are available on the school website www.stpeters.dsat.org.uk and should be forwarded to office@stpeters.dsat.org.uk. Please note that we are unable to accept CVs.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Shortlisting will take place soon after the closing date and interviews will take place on 27.5.2022.

St. Peter's CE Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.



Job Description

Job Title: Teacher	Grade: MPR-UPR
Reports To: Headteacher	
Main Duties:	
1.	<p>Planning, Teaching and Class Management</p> <p>To teach allocated pupils by planning their teaching to achieve progression of learning through:</p> <ul style="list-style-type: none"> • 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; • provide clear structures for lessons maintaining pace, motivation and challenge; • make effective use of assessment and ensure coverage of programmes of study; • ensure effective teaching and best use of available time; • monitor and intervene to ensure sound learning and discipline; • work in accordance with school policies, providing excellent moral, social, spiritual and cultural role models; • putting the needs of the school's pupils first and actively promote and enthusiasm to learn; • actively promote environmental sustainability; <p>Use a variety of teaching methods to:</p> <ul style="list-style-type: none"> • 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; • select appropriate learning resources and develop study skills through library, ICT and other sources; • ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught; • evaluate their own teaching critically to improve effectiveness. • To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum. • take 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; • encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively; • use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning; • manage parents and other adults in the classroom.
2.	<p>Monitoring, Assessment, Recording, Reporting</p> <p>To:</p> <ul style="list-style-type: none"> • 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.
3.	Other Professional Requirements

	<p>To:</p> <ul style="list-style-type: none"> • have attained the National Standards for Qualified Teacher Status; • enhance and update their teaching skills through continuing professional development; • have a working knowledge of teachers' professional duties and legal liabilities; • operate at all times within the stated policies and practices of the school; • establish effective working relationships and set a good example through their presentation and personal and professional conduct; • endeavour to give every child the opportunity to reach their potential and meet high expectations; • contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school; • take responsibility for their own professional development and duties in relation to school policies and practices; • liaise effectively with parents and governors; • take on any additional responsibilities which might from time to time be determined.
4.	<p>Leadership Responsibilities</p> <p>To:</p> <ul style="list-style-type: none"> • Support the Headteacher and Governors in establishing a vision for the future development of the school. • Play a leading role in school improvement, taking account of agreed school priorities and how these link with national and local initiatives. • Contribute to the identification of key areas of strengths and weaknesses. • Share responsibility for the analysis of key school performance data. • Lead and manage a phase; resulting in rapid school improvement in teaching, learning and outcomes for pupils. • Promote the active involvement of pupils in their own learning. • Promote the use of marking and feedback to ensure accelerated pupil progress. • Promote the use of challenge and mastery across the curriculum. • Coach and develop staff to maximise impact on effective teaching and learning. • Develop and enhance a broad and rich curriculum which meets the needs of all pupils. • Monitor and evaluate standards of teaching and learning across the school. • Exemplify and share best practice across the school. • Lead staff meetings and INSET. • Monitor the quality of teaching and learning, evaluate and report impact. • Manage the day to day activities of the delegate areas of responsibility to ensure the school operates in a highly effective and efficient manner.
5.	To fully comply with the Trust's safeguarding policy.
6.	This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Person Specification

Key criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> Have qualified teacher status. Proven experience of teaching in a Key Stage Use of ICT to support teaching and learning. 	<ul style="list-style-type: none"> NPQML or equivalent experience of middle leadership
Knowledge & Understanding	<ul style="list-style-type: none"> A secure knowledge of a key stage. Ability to plan and deliver stimulating lessons. Have an understanding of how to use assessment for learning. Be able to keep detailed records and monitor children's progress. Be able to use a variety of behaviour management strategies. Have an understanding of SEND Keep up to date with current initiatives. 	<ul style="list-style-type: none"> Evidence of recent and relevant professional development.
Skills and Abilities	<ul style="list-style-type: none"> Be an excellent teacher. Have capacity to lead improvements in curriculum and teaching across a key stage. Ability to differentiate for individuals. Have an understanding of learning styles and child development. Be able to work as part of a team. Have the ability to lead curriculum subjects. 	<ul style="list-style-type: none"> Use data to inform school target setting. Experience of line managing colleagues in school. Strength in foundation subjects
Working with others	<ul style="list-style-type: none"> Be able to build positive relationships with children and adults. Confidence to lead professional development of others. Be a role model to staff, children and the community. Liaise with and report to parents, governors and outside agencies. 	<ul style="list-style-type: none"> Show experience of working alongside others.
Personal Attributes	<ul style="list-style-type: none"> Organised. Flexible. Enthusiastic. Committed. Self motivated Excellent communication and interpersonal skills. Show initiative Resilient Be reflective on own practice. Have a desire to engage in own professional development. Good sense of humour! 	



Diocese of Salisbury Academy Trust

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Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

Children and young people at the heart of all we do

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

Faithfulness to our Christian tradition

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

Striving for excellence

We love learning and are passionate about the high standards we can achieve in all aspects of life.

Collaboration

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

Celebrating success

We celebrate the achievements of every individual and share our successes widely.



'I can do everything through Christ, who gives me strength'



Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. From January 2021, the Trust has twenty-two academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The Salisbury Diocesan Board of Education (SDBE), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to www.dsat.org.uk/map.

Recruitment Privacy Notice

This document is used during recruitment and in relation to any processing of personal data about those we are recruiting. The document is communicated to candidates when they first apply to work with the school as well as being made available on the school website.

Policy Statement

We are part of the Diocese of Salisbury Academy Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to and including shortlisting stage:

- your name and contact details (i.e. address, home and mobile phone numbers, email address);
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs;
- information regarding your criminal record;
- details of your referees;
- whether you are related to any member of our workforce; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

Following shortlisting stage, and prior to making a final decision

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);*
- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- medical check to indicate fitness to work;*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);*
- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect may be included on our Single Central Record. In this scenario, a further

privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from about during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the Trust to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail please see our Retention and Destruction Policy.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal as HR advisors.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

The Academy Office or the Trust's Business Support Administrator.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact Dan Parker, Data Protection Officer. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Protection Officer in the first instance. However an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

Contact

If you would like to discuss anything in this privacy notice, please contact:

Dan Parker, Data Protection Officer, dataprotection@dsat.org.uk