



Charlton Wood Primary Academy
A member of Trust in Learning (Academies)

Class Teacher (Permanent)
Teachers' Main Scale / Teachers' Upper Pay Scale

Application Pack
March 2024





Dear Applicant,

Thank you for your interest in the position of Class Teacher at Charlton Wood Primary Academy within Trust in Learning (Academies). The school has recently had its first Ofsted inspection and was graded 'good' overall with 'outstanding' for 'Early Years' and 'Behaviour and Attitudes'. Charlton Wood opened in September 2019 to Reception and Year One pupils as a two-form entry primary school, growing by a year group annually until September 2025 when we will cater for 420 pupils from Reception up to Year 6. Charlton Wood is a diverse school catering for a broad range of home languages and nationalities and currently has 20% of pupil premium children on roll; the school's inclusivity is at the forefront of all that we do.

Charlton Wood Primary Academy is a school set in the heart of a new and growing community. With easy transport links and located close to Airbus, Rolls-Royce and Cribbs Causeway among others, there is plenty of scope for opportunities and links within the immediate area.

In September 2023, the school joined Trust in Learning (Academies). The trust values the knowledge and expertise of its staff and hosts opportunities that will nurture your talents and help you grow in your career. For example, the trust hosts several hub meetings to connect subjects and areas of leaderships across the other TiLA schools. You will benefit from across-trust moderations and may have the opportunity to take part in subject-specific reviews at other schools as well as ongoing research into shared curriculum design. The trust also advocates for the importance of oracy within its schools by being part of the Voice 21 network.

As part of Trust in Learning (Academies) you will be part of an ethical and values driven multi academy trust currently made up of eight schools serving over four thousand children and young people. Our commitment to working collaboratively is central to our work and our vision. As a Class Teacher at Charlton Wood Primary Academy, you will be joining an innovative, inspirational and ambitious organisation – at both school and Trust level – with investment in people at its core.

We look forward to receiving your application.

Karen Kooyman
Head Teacher (from 15th April 2024)

Emily Smith
Deputy Head Teacher

Advertisement

Class Teacher (to teach Year 6) – Required for September 2024

Salary Range: Teachers' Main Scale or Teachers' Upper Pay Scale

We are excited to announce that we are seeking an experienced Year 6 Class Teacher who will have the confidence to teach our first cohort of Year 6 children and has the experience of preparation and deliver of the Year 6 curriculum including SATs arrangements. Due to the growth of the school, depending on your experience, we can offer you further career development through subject leadership opportunities as well as the opportunity to mentor ECTs and/or coach other members of teaching staff.

At Charlton Wood Primary Academy, we teach for mastery through explicit instruction across our curriculum. Now we are entering our 6th year of growth, our approach to teaching and learning is now consistently embedded across the school and is consistently leading to high standards of achievement for our pupils – we are in the top 20% of schools nationally in our reportable data.

The successes of our pupils come because of a relentless and shared approach to achievement for all from the entire staff team who are united in the belief that all children can, and will, succeed as a result of high-quality teaching from passionate and caring professionals. Our school team approach is encapsulated in our school vision 'Working together to grow confident, ambitious learners'.

As a leadership team we really want you to achieve your potential and we have a well-developed and effective approach to supporting staff development which is based in evidence informed research, using an instructional coaching model, so that you can be successful in your career. At Charlton Wood Primary Academy we are a team: our staff love working here and thrive on the support, development, encouragement and belief in success that we offer.

In addition to meeting the teachers' standards, we are specifically looking for someone who:

- is passionate about teaching and learning and knows there is always more to learn to become the most effective teacher you can be
- can demonstrate effective teaching which leads to strong outcomes for all pupils
- is reflective about their own teaching - using evidence informed research to develop their craft
- embraces a mastery approach to teaching and learning in all subject areas
- wants to work with, and learn from, other teachers and leaders in our school and the Trust that we belong to
- is willing to go the extra mile for our pupils and their families

In addition to normal teachers' pay and conditions we will offer the successful candidate:

- a brand-new fully resourced building with beautiful grounds
- supportive and ongoing professional development throughout the year
- a bespoke training plan to enable you to deliver excellent outcomes and progress in your career
- a solution focussed team who work together closely to deliver the best for our community
- a supportive leadership team with a proven track record of whole school improvement who will support you to be successful
- a commitment to reducing unnecessary workload so that you can focus on improving outcomes
- regular opportunities to network, moderate with and work with other teachers in the Trust
- extremely supportive parents who are keen for their children to do well

The school and the Trust place no limits on their aspirations for our pupils/students and we all believe strongly in the importance of opening horizons and opportunities for those less well placed to see it for themselves. Charlton Wood Primary Academy has a history of building excellent relationships between staff, pupils, parents and the community Pupils take pride in their school and respond positively to high expectations.

The Deputy Headteacher, Emily Smith, will be holding school tours. Attendance at one of these meetings is strongly encouraged so that you can understand more about our school, our approach and to ask lots of questions!



If you would like to attend a tour prior to application, please book using the link: [School Tours for prospective Y6 Teacher and Maternity Leave posts Tickets, Mon, Mar 11, 2024 at 9:00 AM | Eventbrite](#)

Applications from experienced teachers are particularly welcome; strong ECTs may be considered.

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

Key Dates:

Monday 15th April 2024

- Deadline for applications

Tuesday 23rd April 2024 (TBC)

- Interview

Application packs can be downloaded from eTeach -please send your completed application by email to recruitment@tila.school by 12 noon on Monday 15th April 2024.

About the School

Our School

Charlton Wood serves a new community called Charlton Hayes close to Cribbs Causeway in South Gloucestershire. We have an amazing school site, with a beautiful new building and fantastic outdoor facilities.

Our staff serve our community with pride, and our parents and carers are highly supportive of our school.

Children consistently obtain high standards of achievement – we are in the top 20% of schools nationally in all our reportable data and have strong outcomes across the wider curriculum. Results of our recent Ofsted inspection will shortly be published on the Ofsted website, and are well worth a look!

Our Vision

We 'Work together to grow confident, ambitious learners'. We know that there is a strong correlation between the way in which pupils engage and participate in learning and their eventual outcomes academically, socially and emotionally. For this reason, we have a collective, proactive and positive approach. We explicitly teach and deliberately practise routines and expectations to ensure that our children can engage purposefully, meaningfully and happily with learning, each other and the adults in their lives.

Our School Values

The school has four values which we expect everyone in our school community to uphold all the time – These values are part of the fabric of our school and help our children to grow and develop into confident ambitious learners who make the most of the opportunities given to them.



Respect: for ourselves, others, the environment and our school resources



Understanding: celebrate our similarities and differences as we learn from each other and grow as individuals



Perseverance: achieving success is a process of learning, reflecting and evolving. Receiving feedback helps us to grow and become confident



Pride: in ours and others achievements, our family, our culture and our community

Please do look at our website or come and visit us if you would like to find out more about us! We warmly welcome your application.

About the Trust

Trust in Learning (Academies) (TiLA) was created to improve the educational opportunities and outcomes for pupils and students in the greater Bristol area, particularly in areas of disadvantage. As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education.

Within the Trust we currently have eight schools:

- Bridge Learning Campus (all through)
- Charlton Wood Primary Academy
- Filton Avenue Primary School
- Fonthill Primary Academy
- Henbury Court Primary Academy
- Little Mead Primary Academy
- Orchard School Bristol (secondary)
- Parson Street Primary School

To be part of TiLA is to belong to a **family** of schools, where each school has its own distinctive identity, but with an open, **collaborative** and **supportive** ethos to learn from and help each other to improve. School operations teams are supported by centralised finances, estates and human resources teams. The central education team comprises a Director of Education, a Director of School Improvement and a Director of SEND, alongside data experts and external consultants. We are an evidence-informed Trust and promote measured and sustainable improvement.

If we all Trust in Learning, then in order to obtain outstanding outcomes in exceptional schools, we need the **very best people** and the **very best leaders**. At TiLA we are committed to recruiting and retaining the most able people into the best jobs. We invest heavily in the tailored professional development of our staff with opportunities to develop expertise and experience across the Trust. For example, staff who wish to carry out action research can apply for a Developing Pedagogy research project which is supported through the University of Bristol. If you are keen to work across another school setting, we will support your career move to the best of our ability. We are building learning communities between schools through our growing team of Trust Leaders in Education (TLEs), who provide additional capacity to support and develop best practice across the Trust.

Our focus on collaboration means that everyone is part of a team. We care about your wellbeing. If you are ambitious and prepared to work hard, we will support your career development wholeheartedly and help you to be successful.

Our Offer to Staff

As proof of our commitment to staff retention and development, we offer excellent terms and conditions of employment, a friendly working environment with supportive leadership, and encourage our staff to maintain a positive work-life balance.

- Professional development opportunities across the Trust



- Paid induction and training suited to the role
- Tailored career progression through a performance management cycle for all staffing groups
- Access to Employee Discount Scheme
- Free tea, coffee and milk
- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Where eligible, automatic enrolment to the relevant pension scheme
- Honouring of continuous service earned in the Local Authority

Job Description

Responsible to: Phase Leader

Key Outcome of the Role

Pupils make good or better progress through high quality and effective learning and teaching.

Key Responsibilities of the Role

School and Trust Vision

- To support the vision and aims of the designated school and Trust in Learning Academies.
- To implement changes as directed by the senior leadership team.
- To work collaboratively with colleagues to achieve the aims of the school team development plan.

Planning, teaching and learning

- To meet the Teachers' Standards as outlined by the Department of Education.
- To teach children in a designated class and designated school, a high quality and appropriate curriculum which ensures good or better progress for pupils.
- Plan, monitor and evaluate effective and differentiated programmes of work, including homework in line with school expectations
- Assess, record and report on children's development, progress and attainment, setting clear targets which build on prior line with school expectations.
- To make reasonable adjustments for any SEND children within the designated class.
- Identify able pupils and those with special educational needs, working with the SENCO, external agencies, staff and parents to give positive and targeted support where needed.
- Develop positive relationships with parents and meet with them a minimum of three times per year to share and set targets and review progress.
- To complete paperwork for identified SEND children in a timely manner as directed by the SENCO and senior leadership team.
- Maintain a well-organised, safe and tidy learning environment and provide a high standard of display both in the classroom/work area and around the school.
- Contribute to a subject team and lead a subject (beyond the NQT year) holding accountability for pupil progress across the school.

Pastoral

- Plan opportunities to contribute to pupil's spiritual, moral, social, emotional and cultural development.
- To work effectively with the school Pastoral Team to support the welfare of the most vulnerable children.
- Take an active interest in the designated class and communicate concerns with the school Pastoral Team.
- Have high expectations of the children's behaviour at all times and to consistently refer to the school policy.
- Listen to parents and support them to provide the best academic, social and emotional support for their children.

Continuous Professional Development

- Take responsibility for your own professional development, keeping up to date with current research and development.
- Attend weekly professional development meetings within directed time and take a proactive role.
- Be professional, curious and ask questions.
- Participate in appraisal processes and work towards targets as agreed with the line manager and Head Teacher.
- To be willing to attend bespoke training to meet the needs of the children in the designated class.

Curriculum Enrichment

- Work with your year group partner to organise a minimum of two curriculum focused visits per year for your class.
- Undertake an equal share of supervision duties and rota duties for school activities.
- Contribution to the school community by running extra-curricular clubs, being present at school fairs and supporting with the running of sports competitions.
- Attend and contribute to Collective Worship as requested by the head teacher.
- Organise a weekly act of Collective Worship for your class. Teachers have the right to opt out of collective worship and will be redirected by the Head Teacher should this be the case.

Safeguarding

- To support the school in safeguarding all pupils in our care.
- Follow the school safeguarding policy, logging any significant concerns on the school tracking system.
- Work effectively with support staff and other adults, deploying them where appropriate.



Professionalism

- Provide a professional and positive role model in terms of personal presentation, timekeeping and interactions with all children, parents and colleagues.
- Establish effective professional relationships within school, across the Trust and with other agencies where appropriate.
- Adhere to Health and Safety guidance and policy at all times.
- Have regard to equal opportunities and inclusion at all times.

The details provided in this job description are to give an indication of the nature of the role. Additional duties may also be requested of the role holder where reasonable. The role holder will be expected to be involved in the wider life of the academy and participate at extra-curricular school activities from time to time.

The role may require a certain amount of local travel. When necessary, reimbursement will be made for out of pocket expenses. So far as reasonably practicable the role holder must promote safe working practices by employees in academy premises and work areas to maintain a safe working environment for all employees and service users. These are defined in the Trust's Health & Safety Policy and associated documentation.

The role holder must work in compliance with the Trust's Code of Conduct, regulations and policies, including its commitment to equal opportunities. The role holder will be expected to ensure that output and quality of work is of a high standard and complies with current legislation and standards.

The Trust is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory disclosure and barring service record check and acceptable references.

This job description and the allocation of specific responsibilities may be amended from time to time, in negotiation with the post holder. It will be reviewed on a regular basis.

Person Specification

Key:

1. Application Form
2. Other documentary evidence including references
3. Interview process

Criteria	Essential (Must)	Desirable (Should)
Qualifications	<ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> Further professional qualifications relevant to primary age group
Experience	<ul style="list-style-type: none"> Proven record of assessment led teaching. A proven track record of accelerating pupil progress in order to securing excellent outcomes A proven track record of effectively leading a subject in school to deliver measurable improvements Recognition of being a reflective practitioner. Experience of using multiple strategies for formative assessment Proven record of making reasonable adjustments for SEND children At least one year's teaching in relevant Key Stage 	<ul style="list-style-type: none"> At least 2 years' teaching experience in relevant Key Stage Experience of sharing exemplary practice with colleagues Experience of coaching other members of staff including teachers/ TAs to improve performance Experience of leading a subject Experience of teaching EAL children. Experience of setting SMART targets for SEND children
Skills, abilities and knowledge	<ul style="list-style-type: none"> An inspirational, creative and enthusiastic teacher of all curriculum areas Excellent behaviour management skills including of individuals requiring additional support A belief that all children can get to the expected standard or higher through quality first teaching Skills to lead and manage effective interventions for children in order to raise attainment 	<ul style="list-style-type: none"> Involvement in school improvement initiatives Understanding of the core PE skills Understanding of the Bristol SEND Ordinarily Available Provision Awareness of the Jigsaw PSHE programme Ability to teach effective outdoor learning making cross-curricular links

	<ul style="list-style-type: none"> • Excellent written and verbal communication skills including grammar • An ability to use a wide range of teaching strategies • Develop positive relationships with parents in order to secure excellent outcomes for children even in challenging circumstances • Understand equal opportunity and inclusion issues 	
Professional development	<ul style="list-style-type: none"> • Recent relevant in-service training • Evidence of a commitment to own professional development 	<ul style="list-style-type: none"> • Leading an aspect of school development across key stages through facilitating staff meetings, INSET days or other CPD
Personal attributes	<ul style="list-style-type: none"> • A genuine liking for and a commitment to children even in challenging circumstances • Support the vision, aims and policies of Trust in Learning Academies • Support the wider team ethos of Trust in Learning Academies (which may mean being transferred to work in another Trust school) • Work effectively and supportively with all staff members • Be involved with extracurricular activities • Emotionally mature, warm and friendly • Solution focussed • Present as a positive and professional role model in terms of time keeping, attendance, dress and behaviour • Willingness to learn and from colleagues • Adaptable and flexible 	
Letter of application	<ul style="list-style-type: none"> • The ability to present succinctly a professionally sound philosophy and practise of education which is in-line 	



	<p>with the vision and ethos of the school</p> <ul style="list-style-type: none">• Demonstrate with examples how you meet the essential and desirable criteria	
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Safeguarding

The Trust's Child Protection and Safeguarding Policy applies to all adults working in or on behalf of the Trust. The policy can be found on our website: www.tilacademies.co.uk. The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

How to Apply

To apply please complete:

The Trust in Learning (Academies) application form

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on recruitment@tila.school

A Letter of Application

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry out the job description.

Then send your application to recruitment@tila.school before the closing date as written in the job advertisement.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.