

# Year 6 Intervention Specialist

## INFORMATION FOR CANDIDATES



Fairlawn

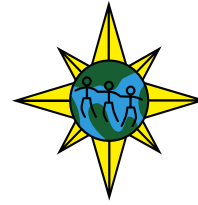


**Bannerman Road  
COMMUNITY  
ACADEMY**





Fairlawn



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COMMUNITY  
ACADEMY**

## Year 6 Intervention Specialist

**Full time and part-time applications will be considered on either permanent or fixed term basis. To start asap  
MPS 1-3 (£25,714 - £29,664) + Health Cash Plan and Benefits package**

Applications are invited from high quality candidates to join an exciting and committed team working at one or more of 4 different schools across our Trust - Barton Hill Academy, Bannerman Road Community Academy, The Dolphin School and Fairlawn Primary School.

We are looking to appoint a positive, hardworking, skilled and ambitious practitioner who wants to make a real difference to children's lives and is ready and able to take on a role teaching our children and working in harmony with staff, families and other key stakeholders.

### **Candidates for this post should be:**

- Passionate about how children learn best with a genuine belief that all children can succeed.
- Able to demonstrate their resilience to cope with the daily challenges that working in a busy, successful inner city school can bring.
- Flexible, with a good sense of humour.
- An innovative practitioner who values and can support positive play and work as a team to resolve conflict.
- A confident professional, keen to share their knowledge and understanding with others.

In addition the successful candidate will have a deep pedagogical knowledge of teaching and learning to help children realise their academic potential as well as an interest in the wider community that the school serves.

### **In return we can offer you:**

- A genuine opportunity to make a difference where it is needed.
- Well-resourced classrooms, necessary IT equipment and structured administrative support.
- An exciting and vibrant environment, which includes a fabulous outdoor space, in which to work.
- A fantastic community of children, parents and carers who deserve the best.
- To join a wonderful team and have every opportunity to further your professional development and career with an excellent benefit package including; Wellbeing Health Cash Plan, Retail Discounts, ICT Loans, Professional Induction Incentive plus others.

If you are hardworking, reflective, resilient, and looking to further develop your talents and skills at Barton Hill Academy then we would love to receive an application from you.

**Closing date: Monday 1<sup>st</sup> November 2021 Interview date: W/C 8<sup>th</sup> November 2021**

***Venturers Trust is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.***



## Venturers Trust and our Sponsors



Venturers Trust is a dynamic and focused multi-academy trust based in Bristol, formed in September 2017 through the merger of CGS Trust and Merchants' Academy Trust. The Trust is responsible for eight academies, 3,500 pupils and 700 staff with a commitment to making a significant and lifelong difference to the lives of young people from some of Bristol's most disadvantaged communities.

The Trust is currently made up of five primary schools: Bannerman Road Community Academy, Barton Hill Academy, Fairlawn Primary School, The Dolphin School and The Kingfisher School; the all-age Merchants' Academy; Colston's Girls' School for girls aged 11-16, located alongside its sixth form, V6, for girls and boys; and Venturers' Academy, the first state-funded school in Bristol for students aged 4-16 diagnosed with Autism and with an EHCP. Our academies are happy, vibrant and exciting places to learn and work and are led by a team of talented, morally driven and committed Principals.

The Trust is sponsored by the Society of Merchant Venturers and the University of Bristol.

The Society of Merchant Venturers (SMV) is a philanthropic organisation that works with and supports people and communities from the wider Bristol area through education, care for older people, charitable giving and social enterprise. In education, SMV's simple but highly ambitious vision is to transform the life-chances of students from the richly diverse set of schools within Venturers Trust, both during their educational journey and beyond. The Society's expertise in education spans more than four centuries and today, the commitment is practical as well as financial, with many of its members taking active roles in the governance of Venturers Trust and the wide range of schools within the Trust. SMV firmly believes there is nothing more important to the health of our communities than outstanding education and training in life skills for young people.

The University of Bristol ranks as one of the top 10 universities in the United Kingdom. It is actively involved in the governance of our schools. The university offers support in areas such as curriculum development, subject expertise, higher degree and research opportunities for staff at Venturers Trust. It also offers student mentoring and an innovative and inclusive programme for students as part of the university's commitment to widening participation and access to higher education. These activities include extensive support and opportunities for our Sixth Forms including scholarships, preferential offers of grades to gain a place, with the additional possibility of bursaries to support undergraduate degree studies.

Both sponsors seek to ensure that all our young people receive a truly inspiring education. Their hands-on support, challenge and expertise are greatly valued.





Venturers Trust is fortunate to be able to recruit and retain the very best staff. In addition to contractual entitlements such as annual leave and occupational pension, we recognise the important role our staff play by providing for them a range of benefits as well as flexible employment arrangements and a family-friendly approach.

Our current benefits (*for all staff on Venturers Trust contracts and working over 10 contractual hours per week*) include:

**WELLBEING HEALTH CASH PLAN** - A valuable Health Cash Plan that provides cover for routine healthcare such as dental check ups, eye tests, physiotherapy, and specialist consultations. Benefits for children of employees up to the age of 18 are included free

**EMPLOYEE ASSISTANCE PROGRAMME** - The EAP offers cover for employees and their immediate family members residing at the same address, including children in full-time education

**TRAINING AND DEVELOPMENT** - First class training and development opportunities are provided within the Trust, including an outstanding induction programme for newly qualified and experienced teachers.

**PROFESSIONAL DEVELOPMENT** - w.e.f. Sept 2018 : 10 Professional Learning days per year (\*excepting Colston's Girls' School who have 5)

**BICYCLE PURCHASE LOANS** - After having successfully passed the probationary period employees are eligible to request a Bicycle Purchase loan up to the value of £1,000 through the 'Cycle to Work' scheme

**ICT LOANS** - A loan repayable over a 2 year period as part of a Salary Sacrifice scheme

**RETAIL DISCOUNTS** – An extensive range of free goods/services and discounts available to staff

**INTEREST FREE SEASON TICKET LOAN** - The option to purchase a season ticket with an interest free loan, deducted from salary in monthly installments over a 12 month period.

**EMPLOYEE REFERRAL SCHEME** - Payable following the successful completion of the probationary period of the new member of staff to the member of staff who made the introduction

*Further details of our employee benefits can be found on the Trust website.*





## Living in Bristol

Barton Hill Academy is located in Bristol very close to the open fields of Bath and North Somerset and easy travelling distance from the city, country villages and further afield. Academy staff have an enviable choice of places to live within a city and region that is viewed as one of the areas with the highest quality of living in the UK. The local economy remains buoyant, benefiting from a strong knowledge economy and particular strengths in the creative, financial and legal businesses. Within 90 minutes you can be in London or on the coast.

Bristol itself is a beautiful, vibrant and fashionable city. Its harbour, which weaves its way through the heart of the city is lined with restaurants, clubs and bars, museums, arts, science and media centres. The narrow winding streets, radiating from the water's edge, reveal elegant parks and squares and stunning architecture. Recently the city celebrated Brunel 200, the 200th anniversary of the birth of Isambard Kingdom Brunel, one of the most inspirational engineers of the 19th century and the person responsible for some of the great icons of Bristol's industrial heritage. Bristol is the 8th largest city in the United Kingdom with a population of over 400,000. Built on the confluence of the Rivers Avon and Frome, it has been in existence from well before the time of the Romans.

Bristol grew to be one of the most important cities in England during the Middle Ages as a result of its port and in 1497 the brothers Sebastian and John Cabot, sponsored by the Merchant Venturers, sailed from the docks to mainland America, landing in Newfoundland. A working replica of their ship, The Matthew, can be seen in the harbour today.

Bristol is the largest city in the South West and the region's leading centre for business, culture and education. It has been the subject of a massive programme of investment and regeneration that has had a major impact on its retail, leisure and business facilities. The city has a long tradition of trade and engineering, and is also home to many of the newer financial services and creative and media industries. It is also close to some of the most beautiful countryside and coastal areas.





**Post:** Teacher

**Responsible to:** The Principal

**Specific Duties:** Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

## **PART ONE: TEACHING**

### **A teacher must:**

#### **1 Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### **2 Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- analyse students' data and test/exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students 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 students' 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 according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students 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 students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the Academy assessments reporting policies.

## **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 for learning 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 students' needs in order to involve and motivate them
- maintain good relationships with students, 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 including co-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- plan with and deploy support staff effectively to engage fully in learning and progress.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.
- work with other professionals as needed e.g. speech and language, EP etc.

## **PART TWO: PERSONAL AND 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 Academy, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' 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 students' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and 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.

### **PART THREE: PERSONAL TUTOR**

- To act as a personal tutor within the Year system or as a class teacher in Primary.
- To be responsible for the welfare and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group/class.
- To be responsible for the Academy's reward system within the tutor group/class.
- To meet regularly with the Head of Learning and attend year team meetings (secondary)
- To support inter-house activities as arranged by the Head of House.
- To ensure that students follow the Academy's uniform policy.
- To ensure that students follow the Academy's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

#### **Other duties and responsibilities:**

Carry out other duties that the Principal of the Barton Hill Academy may reasonably request.

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# Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Graduate with QTS or as required by the DfE</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A successful teaching record either as a trainee or experienced teacher</li> <li>• Experience of working with students of all abilities in the age group for which trained</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a diverse community with pupils with English as an Additional Language</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Skills set as outlined in the Teachers' Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding subject and curriculum knowledge</li> <li>• Evidence of significant progress and outcomes for children</li> <li>• Literacy or Language specialism</li> <li>• Leading a subject in a Primary School</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• Commitment to continuing personal and professional learning development</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of Professional Learning relevant to the role</li> </ul>
<b>Leadership Skills and Values</b>	<ul style="list-style-type: none"> <li>• Ability to inspire, motivate and challenge students</li> <li>• Commitment to the pursuit of excellence in educational standards</li> <li>• Ability to communicate effectively with colleagues, students, parents and external agencies</li> <li>• Commitment to and promotion of co-curricular opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of high level co-curricular activities</li> <li>• Potential for further leadership role</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrate good subject and curriculum knowledge including the national/EYFS curriculum</li> <li>• Know how to secure outstanding progress and outcomes by students adapting teaching as needed</li> </ul>	
<b>Student Involvement</b>	<ul style="list-style-type: none"> <li>• Commitment to student involvement</li> <li>• Personal commitment to listen to student voice</li> <li>• Focus on individual student's needs and development of independent learning</li> <li>• High expectations of students</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of student involvement</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Flexibility to cope with diverse needs of the post</li> <li>• Resilience to work under pressure</li> <li>• Positive, tenacious and optimistic</li> <li>• Ability to quickly establish positive relationships with students, staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative and ability to create new processes and practices to raise standards</li> </ul>

# HOW TO APPLY



**Closing Date for Applications:** Monday 1<sup>st</sup> November 2021 at 9:00

**Interviews:** W/c 8<sup>th</sup> November 2021

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification.

An Application Form is available in electronic format at [venturerstrust.org](http://venturerstrust.org) and should be returned electronically along with the Equality Monitoring Form by following the instructions at the [Work With Us](#) section of the Trust's website.

**Please note due to the expected volume of applications it may not be possible to acknowledge or respond to all applicants.**

# SAFER RECRUITMENT IN EDUCATION



Venturers Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work. The aims of our Safer Recruitment procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

## Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification which will include a specific reference to suitability to work with children.
- A Venturers Trust Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

## Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

## Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

## Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.