

**Class Teacher Application Pack**

Contents

[**Letter from Catherine Paine, Chief Executive Officer** 3](#_Toc134801462)

[Letter from Natalie Naylor, Interim Headteacher 5](#_Toc134801463)

[Our Cornerstones and Touchstones 6](#_Toc134801464)

[The role 8](#_Toc134801465)

[The application 9](#_Toc134801466)

[The application process and timetable 9](#_Toc134801467)

[Safeguarding, Safer Recruitment and Data Protection 10](#_Toc134801468)

[Job Description 11](#_Toc134801469)

**Letter from Catherine Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**CEO**

# Letter from Natalie Naylor, Interim Headteacher

Dear Candidate,

Thank you for expressing an interest in the role at Eastbrook Primary Academy.

Eastbrook is a two-form entry school, for children aged 4-11. It is situated on the south coast near Brighton, serving children from the Southwick and Fishersgate communities. The school benefits from wonderful facilities and extensive playing fields, including an indoor swimming pool. There is also an active PTA (Parent Teacher Association) who work closely with the school to support key events and organise fundraisers throughout the year.

At Eastbrook our mission is to work together to create a school where:

**‘Everyone Matters and Every Day Counts’.**

We ensure that every child is known and cared for as an individual from the moment they enter the school gates.

Our main aim at Eastbrook Primary Academy is to provide each pupil with the opportunity to become a life-long learner by nurturing pupils' individuality and creativity, guiding pupils' learning and challenging pupils to think independently through the shared involvement of staff, parents and the wider community.

Our curriculum is a well sequenced progression of knowledge and skills that ensures children can connect their learning across the different subjects. This is coupled with the REAch2 11 before 11 initiative, a set of 11 memorable and exceptional experiences we believe all children should have the opportunity to participate in before they are aged 11.

We would welcome your application.

**Natalie Naylor**

**Interim Headteacher, Eastbrook Primary Academy, REAch2 Academy Trust**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**Class Teacher at Eastbrook Primary Academy**

Are you looking for a new challenge? Do you want to join a school that is passionate about providing every child with the opportunity to succeed? This is a chance to join a school with a really positive atmosphere. It is a great place to work, with a fun, vibrant group of staff who genuinely care about each other and the children they work with.

Eastbrook Primary Academy are looking for an enthusiastic, inspirational and nurturing Class Teacher to join our happy and thriving team on a full-time term time basis.

We were graded 'Outstanding' by Ofsted (July 2015) and are a part of the REAch2 Multi Academy Trust, the largest Primary-only trust in the country.

The successful candidate will be a highly motivated, dedicated and creative classroom teacher who has a passion for teaching and learning. Applicants will have to demonstrate that they have excellent classroom practice, the energy and commitment to make a difference and a desire to ensure that all children reach their full potential.

We are looking for an individual who is:

* Able to make learning engaging, inclusive and fun;
* Willing to contribute to the wider life of the school;
* Confident in using a range of resources to make the classroom more engaging;
* Dedicated to ongoing professional development.

We can offer:

* The chance to work in an innovative and forward-thinking school
* Opportunities for professional development
* Happy and enthusiastic children who enjoy school and want to learn
* A supportive leadership team, that believes in distributive leadership

This is an exciting opportunity for the right person to help us to make a difference and continue to move our school forward. Visits to the school are welcomed and encouraged. More information is available from the School Office.

# The application

You are invited to submit an application form to Mrs Natalie Naylor, Interim Headteacher at office@eastbrook-academy.org, with the subject ‘Class Teacher application’.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an Enhanced DBS with Child Barred List check. References will be sourced in advance of interviews.

To arrange an informal discussion about this opportunity please contact either Graeme Miles or Natalie Naylor, Interim Headteacher at office@eastbrook-academy.org

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:**  | Wednesday 7th June, by 4pm  |
| **School visits:**  | Wednesday 24th May at 1.30pm, Thursday 25th May at 9.30, Wednesday 7th June at 1.30pm  |
| **Interviews:**  | W/C 12th June 2023  |
| **Contract details:** | Full Time / Term Time |
| **Salary:**  | £ ECT/Main Pay Scale  |
| **Start date:** | September 2023 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

|  |
| --- |
| SALARY: ECT/TMS/UPS TEACHING COMMITMENT: FULL This post is subject to the current conditions of employment for Class Teachers contained in the latest School Teachers’ Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. The job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job consummate with salary and job title. The job description will be reviewed annually. |

|  |
| --- |
| **Purpose of the post:** * To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy’s policies under the direction of the headteacher
* To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils
* To engage and motivate pupils
* To adapt teaching and learning so that all pupils can achieve their potential
* To inspire trust and confidence in pupils, parents and colleagues
* To promote the wider aspirations and values of the school
 |

|  |
| --- |
| **Areas of Responsibility and Key Tasks****Teaching and Learning**Teach challenging, well-organised lessons and sequences of lessons across the age and ability range taught through: * Identifying clear learning objectives and specifying how they will be taught and assessed
* Providing clear structures for lessons maintaining pace, motivation and challenge
* Setting appropriate and demanding expectations
* Setting clear targets, building on prior knowledge and attainment
* Developing concepts and processes which enable learners to apply new knowledge, understanding and skills
* Making effective use of assessment (formative and summative)
* Ensuring coverage of agreed curriculum
* Ensuring effective teaching and best use of available time
* Managing learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in-line with the school’s behaviour policy.
* Using a range of behaviour management techniques and strategies, adapting them as necessary to promote self-regulation and independence of learners
* Encouraging exemplary practice with regard to attendance, punctuality, behaviour, standards of work (including homework)
* Using a variety of teaching methods to: Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
* Ensuring effective questioning, listening carefully to pupils, giving attention to errors and misconceptions
* Selecting appropriate learning resources and developing study skills through use of IT, homework and other sources.
* Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
* Evaluating own teaching critically to improve effectiveness
* Acting upon advice and feedback and being open to coaching and mentoring
* Demonstrating a creative approach towards innovation, being prepared to adapt practice where benefits and improvements are identified
* Ensuring the effective and efficient deployment of classroom support
* Taking account of pupils’ needs by providing structured learning opportunities
* Identifying SEND pupils, including very able pupils and adapting learning activities accordingly
* Encouraging pupils to think and talk about their learning, helping them develop composure, independence, concentration and perseverance
* Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning
* Supporting the role of parents in pupils’ learning.

**Monitoring, Assessment, Recording, Reporting*** Assess how well learning objectives have been achieved and use this to improve specific aspects of teaching (assessment for learning AfL);
* Maintain a regular system of monitoring, assessment, record-keeping and reporting of children’s progress (see Assessment Policy)
* Analyse pupil achievement, with the SLT, in half-termly Pupil Progress meetings, identifying strengths and weaknesses of individuals/groups
* Identify pupils that may need additional support and liaise with the SENCo to ensure appropriate interventions are in place and monitored
* Prepare appropriate records for the transfer of pupils
* Mark and monitor pupils' work and provide feedback according to the school’s feedback policy
* Undertake assessment of students as required by the DfE, e.g. SATs
* Communicate effectively with parents and carers, conveying timely and relevant information about attainment, progress and well-being
* Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the achievement and well-being of their child/ren
* Report on pupils’ progress and attainment in Parent Consultations Meetings
* Prepare and present informative reports to parents.

**Subject and Curriculum*** Demonstrate a secure knowledge and understanding of all areas of the curriculum taught and related pedagogy including the contribution that different subjects make to cross-curricular learning.
* Contribute to the whole school's planning activities to ensure progression and coverage.
* Lead a subject or be part of a curriculum team with responsibility for:
1. Writing, implementing and reviewing an Action Plan which identifies clear targets and success criteria
2. Maintaining an up-to-date knowledge of developments within the area (including CPD)
3. Reviewing any policies related to the subject
4. Providing support for other staff with the subject
5. Promoting the subject through specific events, awards, displays
6. Providing assessment guidance
7. Monitoring standards through learning walks, lesson observations, pupil voice, book scrutinies (in-line with school’s overall monitoring programme)

**Health and Well-being*** Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children
* Know the local arrangements concerning the safeguarding of children
* Know how to identify and support pupils whose progress, development or well-being is affected by changes or difficulties in their personal circumstances and when to refer them to colleagues for specialist support
* Recognise that health and safety is a responsibility of every employee, take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

**Learning Environment*** Establish a purposeful and safe learning environment which complies with the school’s Health and Safety Policy and ensures that learners feel secure and sufficiently confident to make an active contribution to learning (see Teaching and Learning Policy).

**Wider Professional Responsibilities*** Have a working knowledge of teachers’ professional duties and legal liabilities
* Operate at all times within the stated policies and practices of the school (including following guidance within the Staff Handbook)
* Take an active part in the school’s Performance Management Process to enhance professional practice in line with the school’s aspirations and priorities
* Maintain confidentiality and professionalism at all times
* Make a positive contribution to the wider life and ethos of the school (eg support PTA events, performances, productions, events with partner schools)
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* Co-operate with other staff to ensure resources are shared and used to the benefit of the school and pupils
* Maintain school resources, including storing them safely
* Take part, as required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school (SEF and SIP)
* Provide playground supervision as required
* Run an after-school clubs to widen pupils’ interests
* Provide off-site learning opportunities, including residentials
* Be flexible according to the needs of the school with staff absences, use of hall etc.

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.  |

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Description** | Requirement | Main Source of Evidence |
| **Qualifications & Experience** |
| 1. Qualified Teacher Status  | E | A |
| 2. Degree or Equivalent  | E | A |
| 3. Evidence of recent relevant professional development  | E | A, I, R |
| 4. Recent experience of teaching in the primary age range | E | A, I, R |
| **Teaching & Learning** |
| 5. Inspirational class teacher  | E | A, I, R |
| 6. Excellent subject and curriculum knowledge and an understanding of the latest developments within the primary age range | E | A, I |
| 7. Excellent classroom practitioner with evidence of ‘good’ or better lesson observations from applicants most recent school and/or university tutor) | E | A, I, R |
| 8. A strong commitment to inclusion with high expectations for all learners, including SEN and G&T | E | A, I |
| 9. An ability to plan effectively for all pupils | E | A, I |
| 10. Commitment to supporting community/external agencies involvement in the school | E | A, I |
| 11. Good understanding and use of assessment for learning, including target setting and tracking, to raise standards | E | A, I |
| 12. Ability to make effective use of Teaching Assistants and other adults within the classroom | E | A, I |
| 13. Understanding of effective techniques and policies for behaviour management  | E | A, I |
| 14. Knowledge and experience of up to date developments in IT and E-learning  | E | A, I |
| 15. Able to create a safe and stimulating learning environment | E | A, I |
| 16. Ability to develop relationships with parents/carers | E | A, I |
| 17. Willing to support the wider life of school | E | A, I, R |
| 18. Understanding of, and commitment to, safeguarding | E | A, I |
| 19. Ability to teach across the whole primary phase | D | A, I, R |
| 20. Understanding of the role of governors | D | A, I |
| **Personal Qualities** |
| 21. Creative, enthusiastic and proactive, keen to embrace new ideas and challenges | E | A, I |
| 22. Approachable, caring and empathetic , with a good sense of humour | E | I |
| 23. Works well as part of a team as well as independently | E | A, I, R |
| 24. Flexible, listens and is prepared to seek advice and support  | E | A, I, R |
| 25. Demonstrates a concern for the pastoral & spiritual welfare of all in the school  | E | A, I |
| 26. Committed to continuing professional development  | E | A, I |
| 27. Well organised with an ability to prioritise and meet deadlines | E | A, I, R |
| 28. Resilient and positive attitude, able to work under pressure | E | A, I, R |
| 29. Good communicator, verbally and in writing | E | A, I, R |
| 30. Able to deal sensitively with people and resolve conflict | E | A, I |
| 31. Commitment to making learning enjoyable | E | A, I |
| 32. Drive and ambition | E |  I |
| 33. Honest and able to demonstrate integrity | E | I, R |
| 34. Outside interests, experiences or skills that will enrich children’s learning in school | D | A, I |
| 35. Commitment to fulfilling wider professional responsibilities | E | A, I, R |

(E = Essential, D = Desirable A = Application, I = Interview, R = Reference)

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application. In addition teachers are required to meet the DfE Teacher Standards (2012) as appropriate for the stage of their career.