



***Enquiring minds for inspiring futures***

**Team Leader – Lower KS2 Application Pack**

Contents

[**Letter from Cathie Paine, Chief Executive Officer** 3](#_Toc164866413)

[Letter from Anne Higginbotham, Headteacher, The Palmer Academy 4](#_Toc164866414)

[Our Touchstones 5](#_Toc164866415)

[The role 6](#_Toc164866416)

[The application 9](#_Toc164866417)

[The application process and timetable 9](#_Toc164866418)

[Safeguarding, Safer Recruitment and Data Protection 10](#_Toc164866419)

[Job Description – Team Leader 11](#_Toc164866420)

[Person Specification 13](#_Toc164866421)

**Letter from Cathie 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.

**Cathie Paine**

**CEO**

# Letter from Anne Higginbotham, Headteacher, The Palmer Academy

Dear Candidate,

I am delighted that you have expressed interest in in the post of Team Leader at Palmer Academy.

**Overview**

Are you a teacher who believes in giving all pupils the very best opportunities to succeed, whatever their barriers? Do you want the opportunity to be part of a great team who want to make a difference to the lives of all the children at Palmer? Are you passionate that all children deserve the very best learning opportunities, regardless of their background or barriers? If so, we would love to hear from you! We are looking for someone who is up for a challenge and wants to get stuck in with all aspects of our academy life!

We are also able to offer competitive recruitment and retention allowances and payments for candidates, based on experience, skills and areas of leadership, and this can be discussed with individual candidates as part of the recruitment and selection process. There are a range of leadership opportunities and projects that are available to lead on, depending on skills and experience – so whatever your background, experience or interests, we want to hear from you!

**About us**

The Palmer Academy is a well-established, two-form entry school situated within the area of Whitley, within Reading, Berkshire. You can find out about the rich history of our school [here](https://www.thepalmeracademy.com/about-us/palmer-history). The school was re-built in a new building in 2004, and has accommodation of two floors, including a hall, large and attractive grounds. The school currently has around 460 pupils, including a large nursery provision for children aged three and four years of age, before they enter Reception.

To see more information about the school, please visit our website [www.thepalmeracademy.com](http://www.thepalmeracademy.com).

**Anne Higginbotham**

**Headteacher, The Palmer Academy**

# Our Touchstones

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

**Post:**  Team Leader – Lower KS2

**Job Terms:** Full Time

**Appointment:** Permanent

**Salary:**  MPS / UPS plus TLR 2

**Start Date:** September 2024

The Palmer Academy is currently recruiting to the role of Team Leader for Lower KS2. This role will act as a core member of the Middle Leadership Team, contributing to the overall leadership management of the school and taking accountability for effectiveness of the provision in the team, along with the development and implementation of staff.

The team leader will inspire and guide their team through incremental coaching and building on the teams current strengths. They will share best practice with others and be passionate about teaching and learning. The team leader will be an excellent class practitioner ensuring they are a role model to their team. The team leader will demonstrate inclusive practice and be a champion for the children in their team. They will have had experience adapting provision effectively to support children with SEND and EAL.

This role is for experienced teachers with some leadership experience that has led to proven impact in outcomes. This may be through subject or previous team leadership. It is an opportunity to develop leadership skills with the support of senior leaders and the leadership development provided through the Trust. REAch 2 offer a variety of opportunities for further development and career progression.

This role will report into the Deputy Headteacher and will also have line management responsibilities for staff within their team.

We strongly encourage visits to the school and if you have any questions about the role please don’t hesitate to contact us.

**What we’re looking for:**

* An excellent classroom practitioner, who can lead the team in the planning and delivery of a creative and stimulating curriculum.
* A motivated individual who can work with the senior leadership team to ensure the successful implementation of school policies and procedures.
* Someone who wants to achieve the very best for the children in our care and be relentless in the pursuit of excellence
* Excellent inter-personal skills, someone who can develop and maintain effective relationships with parents, colleagues, the governing body and the local community

**In return we can offer:**

* A firm commitment to you and your professional development
* Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
* A growing learning community
* Encouragement to develop new ideas and the opportunity to make a real difference
* Coaching and mentoring from the academy’s experienced Leadership Team
* Fantastic trust-wide CPD opportunities
* Vast opportunities for career progression

**Background Information about the School**

The Palmer Academy is a well-established, two-form entry school situated within the area of Whitley, within Reading, Berkshire. The school was re-built in a new building in 2004, and has accommodation of two floors, including a hall, large and attractive grounds. The school currently has around 460 pupils, including a large nursery provision for children aged three and four years of age, before they enter Reception. The school is currently graded as ‘good’ by Ofsted in 2022.

**Enquiring Minds for Inspiring Futures**

At The Palmer Academy we are committed to inspiring the futures of the children we serve through a creative, inclusive and relevant curriculum which enables and encourages them to question the world around them and be curious learners. This results in our children understanding that ‘enquiring minds’ result in ‘inspiring futures’.

**Confident, Determined and Respectful**

We nurture and support our children and equip them with the skills, knowledge and attitudes they need to become confident, determined and respectful young adults who have exciting and ambitious aspirations for their futures.

**All Embracing and Community Citizens**

We respect and embrace all cultures, ethnicities, races, values and beliefs within our community, and celebrate the positive contribution and impact they have on the school. Working together in partnership leads to our children making connections between what we are learning in school and how it relates to the community and world around them.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [The Palmer Academy](https://thepalmeracademy.com/)

As a member of the REAch2 Trust, a national family of primary academies, Civitas Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Civitas Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

# The application

You are invited to submit an application form to **Anne Higginbotham, Headteacher** using recruitment@reach2.org

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 check.

Visits to our school are encouraged, please contact the school office to arrange admin@thepalmeracademy.com

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:**  | Midday, Wednesday 8 May 2024. However, applications will be assessed upon submission. |
| **Interviews:** | Friday 17 May 2024 |
| **Contract Details:** | Permanent, 5 days per week (Full time) |
| **Salary:** | MPS / UPS |
| **Start date:**  | September 2024 |

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 – Team Leader

|  |  |
| --- | --- |
| **Pay Scale/Grade:**  | MPS/UPS plus TLR 2  |
| **Reports to:**  | Headteacher  |
| **Responsible for:**  | This role will act as a core member of the Middle Leadership Team, contributing to the overall leadership management of the school and taking accountability for effectiveness of the provision in the team, along with the development and implementation of staff.  |
| **Liaison with:**  | Teaching and Support staff, Headteacher, Senior Leadership Team, Pupils, Parents/Carers,  |

**1. JOB OUTLINE**

* Support the policies, ethos and vision of the school and actively promote high levels of achievement in the early years stage.
* Contribute to the leadership management of the school.
* Formulate and promote the aims and objectives of the early years stage.
* Seek and implement areas for school improvement and the development of staff within team.
* Evaluate the effectiveness of the provision of the team in collaboration with the senior leadership team.

**2. TEACHING AND DEVELOPMENT**

* Lead the team in the planning and delivery of a creative and stimulating curriculum.
* Work in collaboration with the English leader to ensure successful implementation of the phonics scheme in EYFS.
* Ensure the curriculum supports a range of learning styles and develops children’s independence.
* Take responsibility for high quality teaching provision throughout the team
* Ensure curricular policy development is focussed on continuous improvement.
* Ensure all early year’s pupils are able to learn and achieve to the best of their various abilities.
* Ensure the requirements for the early years stage, including the arrangement of assessment, are met.
* Monitor the progress of pupils and report evaluated data to the headteacher.
* Work in partnership with the leadership team to monitor the success of the teaching of the curriculum and manage areas for improvement.
* Organise opportunities for pupils in the early years stage which are appropriate to the curriculum.
* Share and model outstanding practice.

**3. LEADERSHIP AND MANAGEMENT**

* Work with the senior leadership team to ensure the successful implementation of school policies and procedures.
* Establish and maintain positive working relationships with all members of staff.
* Provide support and guidance for members of the team.
* Lead all training and development activities and evaluate the outcomes.
* Organise and manage the day-to-day running of teaching within the team, including efficient use of teaching resources.
* Plan and lead weekly team meetings and ensure effective communication with staff.
* Support the senior leadership team in the performance management of staff in the team.
* Support and lead the induction process for new members of staff within the team.
* Stimulate colleagues and pupils alike, by creating a supportive, challenging and positive environment.
* Manage team staff on a daily basis
* Support with appraisals
* Manage own professional development by attending training opportunities such as in-service training.
* Keep up-to-date with current thinking and progression in primary education.

**4. COMMUNICATION**

* Develop and maintain effective relationships with parents, colleagues, the governing body and the local community.
* Develop and maintain links with the LA advisory and support services.
* Actively communicate with the local community for opportunities to extend the curriculum and enhance teaching and learning.
* Ensure parents are well-informed about the curriculum as well as their child’s progress and targets.
* Provide necessary information to the governing body to ensure it meets its responsibilities.
* Communicate any local and national changes to team members.
* Liaise with other colleagues to ensure a smooth transition for all pupils within the team.

**5. OTHER**

* Promote and safeguard the welfare of all pupils.
* Ensure a high standard of care for pupils is consistently maintained.
* Act as a role model for members of staff and pupils.

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

# Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential**  | **Desirable** | **Measured by** |
| Right to work in the UK | **\*** |  |  |
| **Knowledge/Qualifications and experience** |  |
| Qualified Teacher status | \* |  | A |
| Relevant degree | \* |  | A |
| Leadership qualifications (e.g. NPQML, NPQSL, Leading from the Middle etc)  |  | \* |  |
| Team leadership, including during school development and/or improvement  |  | \* |  |
| Responsibility for key stage leadership or equivalent, providing strategic and practical oversight  |  | \* |  |
| Clear communication/questioning skills – precise approach to written communication | \* |  | A O I |
| ICT competent | \* |  | O |
| Able to inspire children’s interest in learning | \* |  | O |
| A full Enhanced Disclosure from the Disclosure and Barring Service | \* |  | A I |
| **Skills , abilities and personal attributes** |  |
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people | \* |  | A R I |
| Commitment to promote and support the aims of REAch2  | \* |  | R I |
| Knowledge of strategies to support learning, progress and standards across the curriculum – evidence of impact on progress | \* |  | A R O I |
| Knowledge of how ICT can be used to support/ enrich learning | \* |  | A |
| Effective classroom management skills – able to provide an effective environment for learning | \* |  | O |
| Clear understanding of the role of assessment in the development of learning | \* |  | A O I |
| Successful record of teaching within primary | \* |  | A O I R |
| Awareness of national trends and developments | \* |  | A I |
| Evidence of commitment to personal and professional development | \* |  | A I |
| **Personal Qualities**  |
| Flexibility of approach | \* |  | R |
| Excellent organizational skills | \* |  | O R I |
| Supportive – able to work as part of a team | \* |  | R |
| Able to respond to and seek advice | \* |  | R |
| Ability to work under pressure while maintaining a cheerful disposition | \* |  | A O I  |
| Flexibility of approach | \* |  | R |
| **Interest & Motivation in the job** |
| Enthusiasm for children’s learning | \* |  | O I R A  |
| A commitment to the integration of children with SEN in mainstream school environment | \* |  | O I A |
| A willingness to contribute to all areas of school life | \* |  | A R I  |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** |

All staff are expected to understand and be committed and to contribute to Trust’s commitment to Equal Opportunities for all.