

**Appointment**

**Information Pack**



 

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| **Vacancy** | Reception class teacher – fixed term September 2022 to Easter 2023 – to cover maternity leave |
| **Location** | Shibden Head Primary Academy |
| **Start date** | September 2022 |
| **Closing date & time** | Tuesday 7th June 2022 noon |
| **Salary** | Main scale |
| **Return application to** | Deborah Marshall, business manager  [d.marshall@focus-trust.co.uk](mailto:d.marshall@focus-trust.co.uk) or the main office [shibdenhead@focus-trust.co.uk](mailto:shibdenhead@focus-trust.co.uk) |

**Welcome from the Academy Headteacher** – Mrs Sarah Thornton

Shibden Head Primary Academy is a two-form entry school for pupils aged 4 to 11 serving the village of Queensbury in Bradford. A privately-run nursery operates on our site and this also provides before/after school and holiday care for our children.

The staff and governors work closely together to provide a happy, safe, positive learning environment in which children can learn and develop in order to fulfil their potential. We encourage a strong partnership with parents and carers to create the very best learning opportunities for children in our school. We are proud to be a part of the Focus-Trust and work closely with our partner academies.

Our Ofsted visit in March 2020 praised the emphasis on personal development, welfare and behaviour and support for children, including those with special educational needs. The inspector described the ‘positive culture in and around the school’. Our behaviour code is based on respect for ourselves, each other and our surroundings and this is reflected in very positive comments by visitors to school and when out on educational visits.

**Vacancy for Reception class teacher – fixed term contract – September 2022 to Easter 2023**

We wish to appoint an excellent, enthusiastic teacher to join the staff team at Shibden Head Primary Academy.

*From the minute I joined the team at Shibden Head I have felt included and fully supported. I have been given excellent training and guidance from my mentor and the rest of the team. It is fantastic being part of a school that gives the best possible education and cross curricular* opportunities*for all children.*  *(Anne-Marie Clifton, class teacher)*

**We are looking for a teacher who:**

* has high expectations of attainment, progress and behaviour
* has experience of consistently good or outstanding practice
* can motivate, challenge and inspire pupils to achieve their best
* is committed to making a valuable contribution to the life of our academy

**We can offer:**

* a welcoming and supportive staff team
* pupils who are well-behaved and keen to learn
* commitment to your professional development
* the opportunity to work with us as part of the Focus Academy Trust

**Timescales**

**Closing date:** Tuesday 7th June 2022 noon

**Interviews:** week commencing 13th June 2022

**We are committed to safeguarding children and all posts are subject to an enhanced DBS check.**

**Academy details**

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| **Address** | Shibden Head Primary Academy  Hainsworth Moor Grove  Queensbury  Bradford  BD13 2ND |
| **Telephone** | 01274 882458 |
| **Email** | [shibdenhead@focus-trust.co.uk](mailto:shibdenhead@focus-trust.co.uk) |
| **Website** | [www.shibdenheadprimary.co.uk](http://www.shibdenheadprimary.co.uk) |

**Job description**

**Introductory statement**

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the most recent version of the Teachers’ Standards.

Teachers make the education of their pupils 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, colleagues and external agencies in the best interests of their pupils.

**Purpose of the role**

To ensure all pupils achieve high standards of learning and well-being.

**Main duties**

**Set high expectations which inspire, motivate and challenge pupils**

* Establish a safe and stimulating environment for pupils, rooted in mutual respect
* Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**Promote good progress and outcomes by pupils**

* Be accountable for pupils’ attainment, progress and outcomes.
* Plan teaching to build on pupils' capabilities and prior knowledge.
* Guide pupils to reflect on the progress they have made and their emerging needs.
* Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
* Encourage pupils to take a responsible and conscientious attitude to their own work and study.

**Demonstrate good subject and curriculum knowledge**

* Have a secure knowledge of all curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings.
* Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and 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.
* Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
* Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

**Plan and teach well-structured lessons**

* Impart knowledge and develop skills and understanding through effective use of lesson time.
* Promote a love of learning and children’s intellectual curiosity.
* Set and assess homework and plan other out-of-class and enrichment activities to consolidate and extend the knowledge and understanding pupils have acquired.
* Reflect systematically on the effectiveness of lessons and approaches to teaching.
* Contribute to the review, design and provision of an engaging curriculum.

**Adapt teaching to respond to the strengths and needs of all pupils**

* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
* Have a secure understanding of how a range of factors can inhibit pupils’ 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 pupils’ education at different stages of development.
* Make effective use of resources (including other adults) to impact on pupil learning and progress.
* Have a clear understanding of the needs of all pupils, 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.

**Make accurate and productive use of assessment**

* Undertake formative, summative and statutory assessments in line with the academy’s policy and assessment calendar.
* Make use of formative and summative assessment to plan for and secure pupils’ progress.
* Use data to monitor progress, set targets, and plan subsequent lessons.
* Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
* Prepare and present written and verbal reports for parents and carers.

**Manage behaviour and resources 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, around the academy and when learning off-site, in accordance with the academy’s behaviour 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 pupils’ needs in order to involve and motivate them.
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
* Ensure the learning environment is kept well ordered, tidy and free from hazards.

**Fulfil wider professional responsibilities**

* Make a positive contribution to the wider life and ethos of the academy and the Trust.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Deploy support staff and other adults in a support role effectively.
* Liaise with external agencies with regard to pupil progress, safety and welfare.
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
* Work with other staff across the Trust and in other maintained schools.
* Communicate effectively with parents with regard to pupils’ achievements and well-being.
* Lead an area or strand of school improvement (not required for ECT) – **area of responsibility TBC**

**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 the academy, by:
* treating pupils 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 pupils’ 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; and
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ 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 and the Trust, 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; and within the policies, handbooks and guidelines of the academy and of the Focus-Trust.

**General**

The post holder will:

* Be expected to actively support work and values of the Focus-Trust;
* Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
* Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the headteacher immediately.
* Comply with the requirements of all policies, procedures & handbooks of the Focus-Trust and individual academy.
* Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
* Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
* Comply with and support all requirements related to equal opportunities and safeguarding children

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

**Person specification – class teacher**

**Note: Candidates failing to meet one or more of the essential criteria will automatically be excluded.**

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| **Knowledge, experience and skills** |  |  |
|  | Essential/  Desirable | How identified |
| **Experience** | **E/D** | **Application form (A)**  **Document (D)**  **Selection process (S)**  **References (R)** |
| Experience of teaching in primary age range  Experience of teaching in Early Years and/or KS1 | E  D | A R  A R |
| Raising attainment of all pupils | E | A S R |
| Experience of leading a curriculum area or other area of responsibility | D (not expected for NQTs) | A S R |
| **Knowledge** |  |  |
| Up to date knowledge of the EYFS curriculum and assessment procedures  Up to date knowledge of phonics teaching and assessment procedures | E  D | A S  A S |
| Knowledge of strategies needed to establish and maintain consistently high aspirations and standards in terms of outcomes and behaviour | E | A S R |
| Clear understanding of teaching standards, expectations and accountability | E | A S R |
| **Skills** |  |  |
| Able to play a full and active role in a team | E | A S R |
| Motivated to continually improve standards and achieve excellence | E | A S R |
| Strong classroom practitioner | E | A S R |
| Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward | E | A S R |
| Excellent communication, planning and organisational skills | E | A S R |
| **Fulfil wider professional responsibilities** |  |  |
| Understand when and how to seek advice and support | E | A S |
| Able to develop and maintain good relationships with staff, parents, pupils, governors and the community | E | A S R |
| Committed to own development as a professional | E | A S |
| Able to reflect on own practice and identify areas for improvement | E | A S |
| **Qualifications and training** |  |  |
| Qualified Teacher Status or other educational qualification | E | D |
| Qualified to degree level and above | E | D |
| Evidence of further professional development | D | A |
| **Personal qualities and attributes** |  |  |
| Aligned with the Trusts values – eg. exhibit moral purpose, commitment to equality, children and adults treated with respect | E | A S |
| Commitment to the safeguarding and welfare of all pupils | E | A S R |
| Child centred | E | A S |
| Resilience | E | A R |
| Integrity | E | A R |
| Self-motivated and able to motivate others | E | A R |
| Enjoys challenge | E | A S R |
| Works to deadlines | E | A R |
| Enthusiastic and optimistic | E | A R |

**APPLICATION FORM AND SUPPORTING STATEMENT**

Applications should be completed on the Focus Trust application form and evidence of leadership and impact form. Applications submitted on different forms will not be considered. The application should be free from error, clear and concise and related to the person specification and job description. Applications which include errors in spelling or grammar will not be shortlisted.

**About our Academy**

**Academy vision, ethos and values**

At Shibden Head we aim to create a quality environment where everyone involved with the school has respect for themselves, for others and for their community.

By constantly encouraging and emphasising positive aspects of work and behaviour we seek to promote the high standards we strive to achieve.

We believe that the goals and targets we set should be high but realistic so every child has equal opportunity to achieve their maximum potential.

We actively promote healthy life-styles and give children the knowledge and understanding they need to make informed decisions about their health, safety and well-being as they grow.

Everyone at Shibden Head, be they child or adult, has a role to play and a contribution to make to the life of the school and its place in the community.

We believe that the teaching/learning environment we provide should reflect the fact that everyone’s contribution will be recognised and their views will be listened to.

We aim to have a school which provides stimulating, enriching and fulfilling experiences - a place which people enjoy coming to.

Our children are our future. At Shibden Head we work together to give children the academic and life skills they will need for a happy and successful future.

**Our pupils**

The very large majority of pupils are of White British heritage and few have a first language other than English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils or who are supported at school action plus or with a statement of special educational needs is well below average. Attainment on entry is broadly in line with age-related expectations.

**Our staff**

Our leadership team comprises the headteacher, deputy head, two assistant heads, two senior leaders and EYFS leader. In addition to teachers and teaching assistant in class,

we have a parental involvement worker who works with parents/carers, staff and outside agencies to offer support in parenting and develop parental engagement.

**Our geographical area**

Shibden Head is one of three schools serving the village of Queensbury on the outskirts of Bradford. Queensbury is one of the highest parishes in England, with views to the hills of Brontë Country and the Yorkshire Dales to the north and north-west.

In addition to our partner academies within Focus-Trust, we work collaboratively with local schools in the ‘Great Heights’ partnership and with a range of secondary schools in the Bradford and Calderdale areas to which our pupils transfer at the end of Year 6.

**Our facilities**

Shibden Head Primary Academy is all on one level and so is accessible to anyone with mobility difficulties. In addition to classroom accommodation, there is an ICT suite, a hall and gym, a cooking room and extensive school grounds.

We have our own kitchen and school meals are cooked on site. Privately managed before-school, after-school and holiday care is available to pupils in a building adjacent to the school. A pre-school nursery operates in the same building during the day.

**Our school organisation**

Our pupil admission number is 60 and there are two classes for each year group, from Reception to Year 6. In addition to class teachers, most year groups have a teaching partner (equivalent to HLTA) and Reception and KS1 also have a teaching assistant. PPA time for teachers is covered by teaching partners/ HLTAs.

**Our curriculum**

We provide a broad and balanced curriculum with an emphasis on the basic skills all children need to acquire in order to succeed. Our curriculum is designed to capture children’s imagination and natural curiosity and motivate a desire to learn about the world in which they live.

Children are taught to use new technologies as tools for learning in the 21st century. Pupils learn Spanish from Year 3 to Year 6. In Year 5, pupils benefit from whole-class instrumental tuition and swimming lessons.

**Our extra-curricular activities**

A range of extra-curricular activities usually operates from Years 3 to 6 in the autumn and summer terms, during which teachers generally run an after-school club once a week. Examples of clubs offered include basketball, choir, gardening and cookery. Boosters are delivered during the spring and early summer terms.

**About The Focus-Trust**

**Introduction**

The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however their line managers are the leaders of each academy. Each academy has its own local governing body. Further details about the Focus-Trust can be found at www.focus-trust.co.uk

The over-arching ethos and drive of the Focus-Trust is outlined below. This information is broken into sections:

**Commitment**

The commitment of the Focus-Trust is ‘Learning together – making the difference’.

**The Focus-Trust Values**

Professional honesty is at the heart of everything we do. The Trust knows the academies well because of the strong working partnership between academy leaders and the Trust team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by the following values:

**Care** for children, adults and the learning environment

**Share** expertise and best practice for the benefit of all learners

Be **fair**, honest and inclusive – demonstrating integrity

**Dare** to do things differently and have a go

We expect **learners** to:

* **achieve** well;
* **feel safe and secure** to **take risks** and make mistakes;
* **want to improve** and know how to improve;
* have **high aspirations** and be ready for the next steps in learning and life;
* have **high expectations** of self;
* be **independent**, **resilient** and **respectful** of self and others;
* be **tolerant** and **open-minded**;
* be **happy** and **confident**;
* have both **independent** and **collaborative learning skills**; and
* be **proud of their community** and know how to contribute to it.

**‘Learning together – making the difference’**

By securing our commitment we will ensure that our children

|  |  |  |
| --- | --- | --- |
| Have independent and collaborative learning skills | Are independent, resilient and respectful of self  and others | Have high aspirations and are ready for the next steps in learning and life |
| Want to improve  and know how to improve | **Achieve**  **well** | Feel safe and secure to take risks and make mistakes |
| Are tolerant and open-minded | Have high expectations of self | Are happy and confident |
| Are proud of their community and know how to contribute to it | | |

**Charter**

We expect **teaching** and the **curriculum** to:

* challenge, excite and engage;
* be based on prior assessment in order to be appropriately pitched and differentiated for all children;
* provide well targeted feedback which leads to action and improvement;
* promote independent and collaborative learning
* promote British values and prepare pupils for life in modern Britain; and
* embed basic skills which are used and applied.

We expect **staff** to:

* take responsibility for pupil outcomes;
* demonstrate high expectations of behaviour, personal development and academic progress;
* create safe and secure learning environments where children and staff feel secure to make mistakes and have a go;
* value and reward both effort and excellence;
* model respect and tolerance;
* enjoy working with children;
* want every child to be the best they can be;
* adopt an aspirational, no excuse, approach to their work;
* ensure learning is challenging for all pupils;
* ensure that parents and carers are respected and treated as partners in learning;
* be proactive, take responsibility and keep up to date; and
* make a difference to the academy.

We expect **parents and carers** to:

* ensure that their child has excellent attendance;
* ensure that their child arrives at school on time and is collected on time;
* support their child with home learning;
* attend meetings with their child’s teacher; and
* support the ethos and work of the academy.

We expect **leaders** to:

* be ambitious for the success of the academy and the Trust, showing relentless determination;
* model Focus-Trust behaviours and values;
* ensure that teaching maximises progress;
* hold staff to account for their practice and the outcomes the children achieve;
* take responsibility for the success of the academy;
* take responsibility for the wider success of the Trust and all its children;
* strategically deploy resources to maximise progress;
* challenge, support and develop people;
* work with integrity and respect;
* value diversity and equality;
* work in partnership with the community; and
* value both effort and excellence.

**Before making an application**

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

**Equality of opportunity**

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

**Safeguarding**

The Focus-Trust is committed to the safeguarding and promoting of welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Dress code**

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

**Policies**

The Focus-Trust and the academy have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

**Making an application**

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact the headteacher for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile – no longer than 2 sides of A4 (at end of application form)
5. Complete evidence of leadership and impact document – one page max.
6. Complete the equal opportunity monitoring form.
7. Return your (i) application form, (ii) knowledge and skills profile, (iii) evidence of leadership and impact document and (iv) equal opportunity monitoring form by the closing date and time.

**Completion of application**

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

**Short listing**

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

**Person specification**

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

**Right to work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

**Validation of qualifications and identity**

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

**References**

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

**Previous employment section**

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

**Knowledge and skills profile**

This is an important part of your application and is your opportunity to explain how you meet the person speciation for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

**Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

**Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

**Declaration – relatives and other interests**

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

**Equal opportunities monitoring form**

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements. Please note that this form is not seen by any members of the shortlisting or appointment panel.

**Thank you for taking the time to read this information pack.**

**We wish you every success in any application you may make.**