

# The Priestley Academy Trust



Recruitment Pack - Class Teachers



## Respect

At the heart of our schools, respect underpins everyone's behaviour.

## Responsibility

At The Priestley Academy Trust we ensure our pupils take responsibility for their own actions in order to fulfil their potential.

## Excellence

Our aim is for all of our pupils to achieve academic excellence from their first day in one of our schools.

## Compassion

All our pupils and staff will be compassionate towards all those attending or involved with The Priestley Academy Trust.

## Collaboration

Sharing best practice to help ensure our pupils get the best possible education.



## A message from our CEO

Dear Applicant

On behalf of The Priestley Academy Trust, I very much look forward to receiving your application for the post of Class Teacher.

The Trust at present consists of six local primary schools, each with an Executive Headteacher/Headteacher or Head of School and a Local Governing Board.

A central team offers school improvement, financial and operational support to the schools as well as facilitating ongoing CPD for all staff.

Improving the outcomes for the children we serve is of paramount importance and is at the forefront of everything we do, which we feel makes us a rewarding place to work.

If you have any questions regarding this post or the Trust, please do not hesitate to contact Joanne Marwood via email ([joanne.marwood@priestley.academy](mailto:joanne.marwood@priestley.academy)).

I look forward to receiving your application.

Yours sincerely

Mathew Atkinson  
Interim Chief Executive Officer



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## About

### The Priestley Academy Trust

The Priestley Academy Trust was formed to create a local solution in providing outstanding education and to enable our schools to work together to increase our capacity for embedding and sustaining real school improvement for the benefit of our learners.

Our five core values are respect, responsibility, excellence, compassion and collaboration.

The Trust's mission is to develop all our pupils as both academic and well rounded, independent young people, equipped with the understanding, attitudes, skills and behaviours necessary to succeed in life. We will strive to ensure that they are prepared to succeed in secondary school, higher education, employment and their family and community life.

#### Our Schools

| Academy Name              | Headteacher/Head of School | Pupil Numbers | % eligible for FSM |
|---------------------------|----------------------------|---------------|--------------------|
| Atlas Community Primary   | Lisa Simpson               | 233           | 42.7               |
| Green Lane Primary        | Joanna Baxendale           | 687           | 35.5               |
| Lilycroft Primary         | Leah Florence              | 420           | 39.1               |
| Margaret McMillan Primary | Richard Walker             | 633           | 30.1               |
| Miriam Lord Primary       | Steven Young               | 404           | 34.0               |
| Westbourne Primary        | Joanne Marwood             | 451           | 37.8               |

Please note that Bryan Harrison is Executive Headteacher of Green Lane and Miriam Lord Primary Schools.



# Maximise your potential

## Exciting Opportunity at The Priestley Academy Trust

### Class Teachers

Various roles available across the Trust

Required for  
September 2024

The Priestley Academy Trust is seeking to appoint exceptional teachers who want to join us on our journey to transform the lives of the young people we serve.

Our Trust is made up of six schools in the Manningham area of Bradford.

We serve an exceptionally rewarding area where we make a difference every day to the children and families in our community and we have a proud tradition of nurturing and developing our staff.

We are offering visits to a variety of our schools so you get a sense of our Trust's offer.

Please contact Joanne Marwood via [joanne.marwood@priestley.academy](mailto:joanne.marwood@priestley.academy) to arrange a convenient time to visit.

#### We are looking for teachers who:

- Are dynamic and strive for excellence every day
- Can support children to become confident, independent and resilient learners by providing enabling environments and meaningful learning experiences
- Are an excellent and creative team player with strong interpersonal skills
- Are passionate about raising achievement and working together to provide the best possible education for our children

#### Benefits the candidate can expect:

- Incredibly enthusiastic children who want to learn
- A tailored career plan to support you to develop as a teacher
- For those starting their journey as teachers we offer access to an experienced mentor and ongoing CPD as well as additional release time
- A fantastic community of parents and children
- Enthusiastic staff, committed to raising standards
- Part of a strong Trust with regular subject networks to support you in your role

If you feel you would like to join our very successful, friendly and supportive Trust we would love to hear from you. A full support programme for ECTs is provided.

To book a visit or have a conversation regarding the roles, please contact [joanne.marwood@priestley.academy](mailto:joanne.marwood@priestley.academy)

**Closing date** for all applications is **Friday 17 May 2024 at 09:00.**

**Interviews** will take place on **Tuesday 21 May 2024.**

All posts are subject to vetting and recruitment checks, including a satisfactory enhanced disclosure from the DBS.

**Be the Change - [www.priestley.academy](http://www.priestley.academy)**



## Job Description

### Class Teacher

|                                      |      |
|--------------------------------------|------|
| <b>Salary:</b>                       | TBC  |
| <b>Reporting to:</b>                 | TBC  |
| <b>Supervisory Responsibilities:</b> | None |
| <b>Location:</b>                     | TBC  |

### Job Description

#### Main purpose of the job:

To take responsibility for the achievement, welfare and discipline a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed below.

#### Key Activities/Responsibilities

- ◆ Lead, organise and direct support staff within the classroom
- ◆ Participate in the performance management system for the appraisal of their own performance, or that of other teachers
- ◆ Communicate and co-operate with specialists from outside agencies
- ◆ Participate in meetings which relate to the school's management, curriculum, administration or organisation
- ◆ Work with school leaders to track the progress of individual children and intervene where pupils are not making progress
- ◆ Be able to set clear targets, based on prior attainment, for pupils' learning
- ◆ To assist in the development of a scheme of work, policy statement and/or subject handbook for a curriculum area (post NQT) in co-operation with colleagues and in accordance with the school policy

#### Operational

- ◆ Keep appropriate and efficient records, integrating formative and summative assessment into planning
- ◆ Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs
- ◆ Report to parents on the development, progress and attainment of pupils
- ◆ Plan appropriately to meet the needs of all pupils, through scaffolding and differentiation of tasks

### **Organisational**

- ◆ Make effective use of ICT to enhance learning and teaching
- ◆ Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils
- ◆ To contribute to/be responsible for the organisation of educational visits/visitors, as necessary

### **General**

- ◆ To carry out the professional duties covered by the latest School Teachers' Pay and Conditions document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England
- ◆ Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy
- ◆ Implement agreed school policies and guidelines
- ◆ To undertake safeguarding training and show vigilance in these matters
- ◆ Support initiatives decided by the headteacher and staff
- ◆ Maintain the positive ethos and core values of the school, both inside and outside the classroom
- ◆ Effectively communicate and co-operate with the teaching and non-teaching staff of the school, governors, parents, children, advisers and other professionals
- ◆ To continue with own professional development and to participate fully in all school meetings and INSET

**This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.**

## Person Specification

| Qualifications and Training |   | Form of Assessment             |
|-----------------------------|---|--------------------------------|
| Essential                   |   |                                |
| 1.                          | Educated to degree level  | Application form               |
| 2.                          | Qualified Teacher Status (QTS)  | Application form               |
| Desirable                   |   |                                |
| 3.                          | Other qualification related to a particular curriculum area   | Application form               |
| <b>Knowledge</b>            |   |                                |
| Essential                   |   |                                |
| 4.                          | Ability to use assessment to promote good progress for all children                                 | Application form/<br>interview |
| 5.                          | Ability to differentiate using a range of strategies to secure good outcomes for all groups         | Application form/<br>interview |
| 6.                          | Excellent subject knowledge in English and mathematics  | Application form/<br>interview |
| 7.                          | Excellent subject knowledge in relation to PSHE and developing children's emotional development     | Application form/<br>interview |
| 8.                          | Ability to use data to inform next steps and target support   | Application form/<br>interview |
| 9.                          | Understanding of the needs of bi-lingual learners and/or for whom English is an additional language | Application form/<br>interview |
| 10.                         | Understanding of the process for child protection   | Application form/<br>interview |
| Desirable                   |   |                                |
| 11.                         | Specialist knowledge in a curriculum area   | Application form/<br>interview |

## Person Specification

| <b>Experience</b>            |   |                                |
|------------------------------|---|--------------------------------|
| <b>Essential</b>             |   |                                |
| 12.                          | Experience of working in the primary age either as an appointed teacher or on a school based attachment   | Application form/<br>interview |
| 13.                          | Experience of delivering the National Curriculum  | Application form/<br>interview |
| 14.                          | Experience of successful planning and assessment  | Application form/<br>interview |
| 15.                          | Experience of deploying support staff   | Application form/<br>interview |
| <b>Desirable</b>             |   |                                |
| 16.                          | Experience of the transition between EYFS and KS1   | Application form/<br>interview |
| <b>Skills and Attributes</b> |   |                                |
| <b>Essential</b>             |   |                                |
| 17.                          | Ability to create a classroom ethos that develops children as independent learners  | Application form/<br>interview |
| 18.                          | A teacher with sound ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching | Application form/<br>interview |
| 19.                          | Must be able to keep records of pupil progress in line with school policy   | Application form/<br>interview |
| 20.                          | Must be able to use assessments of pupils' learning to inform future planning   | Application form/<br>interview |
| 21.                          | Ability to plan and work collaboratively with colleagues  | Application form/<br>interview |
| 22.                          | An excellent standard of written and spoken English   | Application form/<br>interview |

## Person Specification

|              |   |                                |
|--------------|---|--------------------------------|
| 23.          | A commitment to collaborative working practices   | Application form/<br>interview |
| 24.          | An energetic and enthusiastic outlook together with a good sense of humour                                    | Application form/<br>interview |
| Desirable    |   |                                |
| 25.          | The ability to speak a South Asian/Eastern European community language  | Application form/<br>interview |
| <b>Other</b> |   |                                |
| Essential    |   |                                |
| 26.          | Believe that <b>all</b> children can achieve and be passionate about making this happen                       | Application form/<br>interview |
| 27.          | Be able to engage parents in order to encourage their close involvement in the education of their children    | Application form/<br>interview |
| 28.          | A teacher with a flexible approach to work who enjoys being a good team member                                | Application form/<br>interview |
| 29.          | Must have good communication skills both orally and in writing  | Application form/<br>interview |
| 30.          | Must be able to manage own workload effectively   | Application form/<br>interview |
| 31.          | Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | Application form/<br>interview |
| 32.          | Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit           | Application form/<br>interview |
| 33.          | To practice equal opportunities in all aspects of the role and around the work place in line with policy      | Application form/<br>interview |
| 34.          | An ability to adapt to the changing demands and priorities of working in a school                             | Application form/<br>interview |



## Selection process guidance

Our aim is to ensure that we recruit the right person for the job. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any anomalies.

We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

### Visits to schools

Visits to our school are warmly welcomed by prior arrangement. The visit will give you an opportunity to ask questions about the role and the Trust estate.

### Applications

Please ensure that all parts of the application are completed. All applications should be submitted via [Vacancies - FaceEd \(face-ed.co.uk\)](https://www.face-ed.co.uk). Please ensure you demonstrate how your experience and skills make you suitable for the position and fill in all parts of the form.

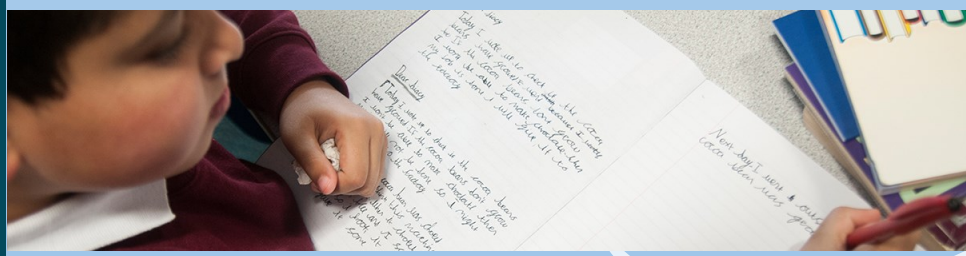
### Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff. Candidates who best meet the person specification will be invited to an interview. We will notify you by email. If you do not hear from us, you have not been successful at this stage.

### Reference

We request references for all candidates and your first reference should be your current or last employer.

*“Staff value the high-quality professional development they receive in school and from the trust” - Ofsted, 2019*





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## Selection process guidance

### Interview day

The interview day will consist of several tasks and activities including a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

### Final selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

### Offer of employment

We will make you a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is conditional and made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Satisfactory online checks
- Provision of proof of identity and qualifications

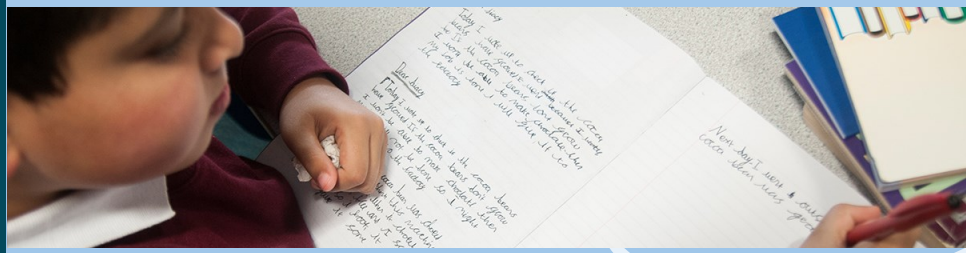
### Key dates

Closing date: Friday 17 May 2024, 09:00

Interviews: Tuesday 21 May 2024

### How to contact us

Via email to [tracey.parry@priestley.academy](mailto:tracey.parry@priestley.academy)





## How to apply

If you wish to apply for the post of Teacher at The Priestley Academy Trust, please complete the attached application form outlining how you meet the criteria assessed at application stage on the job description and person specification. A continuation sheet may be used if necessary.

Your application may be accompanied by a letter, no longer than two sides of A4. Within your letter of application you may wish to outline your reasons for applying for the post and give an indication of what you can offer our school.

We would request that you provide details of daytime and evening contact numbers and email addresses for use should you be called for interview.

**The closing date for applications is Friday 17 May 2024 at 09:00**

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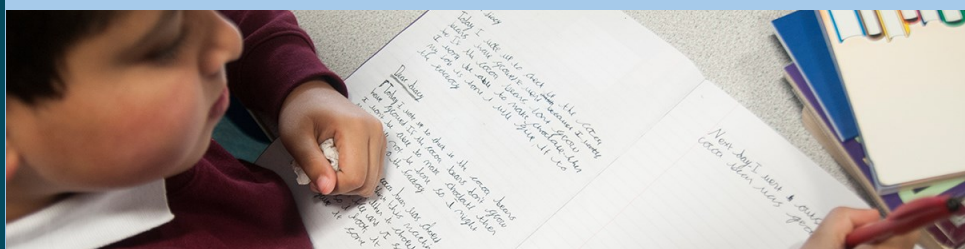
To arrange an informal discussion about the posts or book a visit to the schools, please contact Joanne Marwood via [joanne.marwood@priestley.academy](mailto:joanne.marwood@priestley.academy)

**Applications should be completed via the following link:**

**<https://priestleyacademy.face-ed.co.uk/Vacancies>**

Thank you for your interest in our posts. We look forward to receiving your application.

*“Staff value the high-quality professional development they receive in school and from the trust” - Ofsted, 2019*





[www.atlasprimary.co.uk](http://www.atlasprimary.co.uk)



[www.greenlane.bradford.sch.uk](http://www.greenlane.bradford.sch.uk)



[www.lilycroftprimaryschool.co.uk](http://www.lilycroftprimaryschool.co.uk)



[www.mmps.bradford.sch.uk](http://www.mmps.bradford.sch.uk)



[www.miriamlord.co.uk](http://www.miriamlord.co.uk)



[www.westbourne.bradford.sch.uk](http://www.westbourne.bradford.sch.uk)

Be the change

## The Priestley Academy Trust

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