

# Class Teacher – Year 1

At the new Lower Farm Academy, Nuneaton

Salary: Main Pay Scale



[www.lowerfarmacademy.org](http://www.lowerfarmacademy.org)

**REACH2 Registered address:**

Reach2 Academy Trust  
Henhurst Ridge Primary Academy  
Henhurst Ridge  
Branston  
Burton-Upon-Trent  
DE139SZ

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## Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

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.

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.

Teachers 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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

# The application process and timetable

Closing date for applications – **Noon on Monday 2<sup>nd</sup> March 2020**

Interviews – **w/c Monday 9<sup>th</sup> March 2020**

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

## The application

You are invited to submit an application form, which is available together with this document.

Lower Farm Academy and REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

Lower Farm Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.

In applying for this post, you are required to submit:

- A completed REAch2 Academy Trust Application form which contains the Person Specification form; and
- A supporting letter of application; not to exceed two sides of A4. The person specification contains the criteria that the selection panel will use in the selection process. In addition, the panel will place considerable emphasis on your supporting letter, which should not exceed two sides of A4. When completing the application please follow these guidelines:
- You may choose to provide your details by hand or use a computer, but please complete all sections in black ink.
- Please submit the application form (containing the Person Specification Form) with your supporting letter. Do not submit a CV instead of an application form.
- When e-mailing your application, please ensure it is marked 'Confidential'.

Lower Farm Academy has a rigorous Child Protection policy and is committed to the welfare of every child. Consequently, all short listed candidates will be asked for two references before interview and these could be followed up with a verbal discussion with your referee. If successful, your enhanced DBS check will be carried out irrespective of any previous checks and a Disqualification Declaration form will also be required.

Candidates will be expected to self-disclose information to us should there be any current or historical convictions, hearings or allegations. If you would like any further information to assist you in your application, please do not hesitate to get in contact.

To arrange an informal discussion please contact:

**Mr Andy How** - [head@lowerfarmacademy.org](mailto:head@lowerfarmacademy.org)

Completed application forms should be sent to:

[sbm@lowerfarmacademy.org](mailto:sbm@lowerfarmacademy.org)

## Lower Farm Academy

Lower Farm Academy is a brand new primary academy in Nuneaton and is part of REAch2 Academy Trust. We will be a school which cultivates strong cultural, social and moral values in line with the REAch2 touchstones so that the school is at the heart of the new community it serves. We will offer an exciting and innovative curriculum with a wide range of unique learning experiences. A talented and well-qualified workforce will engage all learners in reaching the highest standards. High aspirations and expectations will encompass the life of the school and support the development of all our children with high self-esteem, self-discipline and strong community spirit.

The academy is now looking to appoint permanent staff to inspire our community and be an integral part of the unique opportunity to build and grow the school from its infancy. There is no doubt that setting up the academy from the very start will take vision, dedication and hard-work, but being part of this exciting and rare journey will be very rewarding to help shape the academy over the next few years.

## Background on REAch2

### The REAch2 Academy Trust

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

## Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing.
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** 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 will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

# Job Description

<b>Job Title:</b>	Teacher
<b>Salary:</b>	Main Pay Scale
<b>Responsible to:</b>	Head Teacher
<b>Job purpose:</b>	To work with colleagues and children to create the best possible learning environment and to enable all children to achieve the highest standards possible.

## Key Responsibility Areas

### **The Main Duties and Responsibilities of the post are:**

This job is to be performed in accordance with the School Teachers' Pay and Conditions Document.

#### **Achievement:**

- To ensure all pupils make good progress from their starting points
- To close the achievement gap for any underperforming groups of pupils
- To ensure that all pupils aspire towards national age-related expectations or above

#### **Teaching:**

- To be a motivated, enthusiastic quality teacher.
- To deliver the school's curriculum, including new educational initiatives, and use a wide range of teaching styles which take into account the diverse demands of children's learning thereby supporting the ethos of the school.
- To plan according to the school's policy, work which addresses the wide range abilities and enables all pupils to achieve their full potential.
- To acknowledge and identify children's needs in accordance to the school's SEN policy
- To mark, record and assess pupil's work in accordance with the relevant school's policies.
- To keep records of achievement in accordance with the school's policies.
- To support the Head and SLT in all areas of agreed school policy and practice.
- To communicate to Team Leaders or SLT any areas of concern.
- To co-ordinate a named curriculum area or aspect, reviewed annually.

#### **Other Expectations**

- To create a stimulating and well-organised environment in which all children develop academically, emotionally, physically and socially.
- To develop a wide range of pupil's skills and encourage independence.
- To provide opportunities for pupils to present their work in a variety of ways.
- To create an atmosphere that encourages care and concern for others and their environment, whilst promoting self-confidence, self-esteem and self-control. To uphold high standards of discipline and show consistency in dealing with children's behaviour, whilst understanding the needs of the individual. To be responsible for the discipline of all children in the school as needs arise and act according to the school's Behaviour Policy.



- To write records of and reports on the personal and social needs of pupils.
- To maintain a positive relationship with parents.
- To meet with and consult with parents of pupils regularly.
- To liaise with external agencies.
- To maintain confidentiality where appropriate.
- To be aware of, and follow the school's Safeguarding policy and procedures
- To implement the school's Health and Safety Procedures as outlined in the school's policy
- To keep up to date with current educational issues and further one's own professional development.
- To participate in self-evaluation and performance management.
- To provide basic first aid and seek assistance when necessary.
- To participate in and contribute to staff meetings and training.
- To be concerned with the general welfare of the children and report any concerns of safeguarding children to the designated person.
- To participate in the supervision of students in training when required.
- To undertake any other duties as directed by the Head Teacher

**This job description will be informed by the Pay and Conditions document and will be reviewed annually.**

# Person Specification

Attributes	Essential	Desirable	How Identified?
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>Ability to achieve high quality outcomes in the classroom</li> <li>A commitment to improving standards and ensuring all learners are achieving their best</li> <li>An excellent knowledge of the primary curriculum</li> <li>Evidence of <b>consistently good or outstanding teaching</b></li> </ul>	<ul style="list-style-type: none"> <li>Proven record of effective subject leadership</li> <li>Core subject leadership</li> <li>Y1 experience</li> <li>SENCo</li> </ul>	<ul style="list-style-type: none"> <li>Application form and letter of application</li> <li>Interview including teaching.</li> <li>References</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status.</li> <li>Be able to bring energy and enthusiasm to the post</li> <li>Be hard working, committed and flexible</li> <li>Make teaching, learning and the curriculum creative and fun</li> <li>An understanding of what constitutes an outstanding school</li> <li>Work effectively as part of a team</li> <li>A willingness to use a variety of teaching strategies to engage all learners</li> </ul>	<ul style="list-style-type: none"> <li>Relevant training in the core subjects</li> <li>Support for an enriched curriculum through out-of-hours learning and educational visits</li> <li>RWInc phonics training</li> </ul>	<ul style="list-style-type: none"> <li>Application form and letter of application</li> <li>References</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>Sound knowledge of the primary curriculum</li> <li>Proven ability to plan and assess effectively</li> <li>Proven ability to use assessment information to set targets and inform future plans</li> <li>Proven ability to create and maintain a stimulating and challenging learning environment</li> <li>Proven ability to develop excellent working relationships with children, parents and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Ability to lead subject areas to implement positive changes</li> <li>Good communication and planning with support staff</li> <li>Willingness to develop and grow school setting further</li> </ul>	<ul style="list-style-type: none"> <li>Application form.</li> <li>References. Interview including teaching.</li> </ul>

<b>Additional Factors</b>	<ul style="list-style-type: none"> <li>• High expectations of children's learning and behaviour</li> <li>• A willingness to learn and continue to strive for excellence</li> <li>• Willingness to engage in and learn from professional development activities</li> <li>• Proven ability to manage one's time and prioritise effectively.</li> <li>• Ambition and determination to excel as a teacher, learning from others and being an active member of a team, able to use initiative, and make a highly effective contribution.</li> <li>• Ability to work well under pressure, resilience and a good sense of humour</li> <li>• A commitment to safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• Can exercise an effective home / school life balance</li> </ul>	<ul style="list-style-type: none"> <li>• Application form.</li> <li>• Interview including teaching.</li> <li>• References.</li> </ul>
<b>All the above attributes will be verified via references, which will be followed up prior to appointment.</b>			

I have read and understand my job description.

\_\_\_\_\_

Employee Printed Name

\_\_\_\_\_

Employee Signature

Date

\_\_\_\_\_

**Andrew How**

Head Teacher Printed Name

\_\_\_\_\_

Head Teacher Signature

Date

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