

Class Teacher

Application Pack

Location: **Concordia Academy, Union Road, Romford, RM7 0HG.**

REAch2 Registered address:

REAch2 Academy Trust

Scientia Academy

Mona Road

Burton Upon Trent

Staffordshire

DE13 0UF

www.reach2.org

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Letter from 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.

The Trust has academies based all across England and includes schools at various 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.

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.

Steve Lancashire

Chief Executive, REAch2 Academy Trust

The application process and timetable

Closing date for applications – Monday 24 February 2020

Interviews – Thursday 27 February 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.

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.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Raheel Akhtar via email at info@concordiaacademy.co.uk or via telephone on 01708 932710.

Completed application forms and equal opportunities monitoring forms should be sent to:

Raheel Akhtar

Concordia Academy
Union Road,
Romford,
RM7 0HG

E-mail: info@concordiaacademy.co.uk

Background on REAch2

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.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

Job Description

Post: **Class Teacher**
Salary: **M1 – M6**
Responsible to: **Headteacher and SLT**

Class Teacher

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

Strategic direction and development of National Curriculum provision in the school

- Contribute to a positive ethos in which **all pupils** have access to a broad, balanced and relevant curriculum;
- Analyse and interpret relevant school, local and national data relating to their own class and advise the head teacher on the level of resources required to maximise achievement;
- Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within their class;
- Consider the views of both pupils and parents/carers and to respond appropriately

Teaching and learning

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the National (*including Foundation Stage*) Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;
- Support the identification of, and provision for pupils with additional educational needs;
- Regularly monitor progress of pupils within their class which is then reflected in teaching plans,
- Evaluate the effectiveness of their teaching and learning by work analysis and use these analyses to guide future improvements;
- Ensure setting of realistic and challenging expectations for pupils in their class
- Liaise effectively with staff to ensure the successful transition of pupils through the school
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole;

Relationships with staff

- Achieve constructive working relationships with all staff
- Direct, organise and manage the work of support staff within the classroom,
- Provide regular information to senior staff on class progress

Effective deployment of staff and resources

- Maintain and develop class resources and budget, co-ordinate their deployment and monitor their effectiveness in meeting the class objectives;

General

- Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.
- Take on any additional responsibilities which might, from time to time, be determined.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status. 	<ul style="list-style-type: none"> Further relevant qualifications. Paediatric First Aid Training.
Experience	<ul style="list-style-type: none"> Evidence of excellent classroom practice with the ability to create a class atmosphere that is achievement orientated, using strategies that build children's self-esteem. Evidence of the ability to raise standards significantly in own classroom. Ability to provide a high quality, well differentiated education and expect high standards from all children. Ability to contribute effectively to support team work. Ability to communicate and work effectively with parents/carers and external agencies in partnership. Enthusiasm for teaching, a positive philosophy and outlook, coupled with a good sense of humour. Experience of teaching year groups within at least two of the following three key stages: EYFS/Key Stage 1/Key Stage 2 	<ul style="list-style-type: none"> Evidence of the ability to raise standards significantly throughout the school.
Knowledge & Skills	<ul style="list-style-type: none"> Full knowledge and understanding of the Foundation Stage Curriculum Guidance To have ICT skills for both personal and classroom use. Ability to communicate well, be an effective whole school team member. Highly organised, with the ability to work on own initiative. Ability to ensure that policy and procedures are carried out effectively. Ability to self-evaluate learning needs and actively seek learning activities. Understanding of the need at all times for confidentiality and discretion. Ability to engage in professional dialogue about the curriculum, school organisation, procedures and policies. An understanding of the importance of safeguarding and child protection 	<ul style="list-style-type: none"> Full knowledge and understanding of the National Curriculum and the National Primary Strategy. Understanding of relevant policies, codes of practice and requirements. Experience of regular use of an Interactive Whiteboard. Willingness to develop ICT capabilities further and attend training. Willingness to take responsibility for own professional development. Use and encourage clear, articulate speech with excellent pronunciation and correct use of grammar.

<p>Wider Responsibilities and Professionalism</p>	<ul style="list-style-type: none"> • Commitment to school vision and ethos. • Respectful, trusting, supportive and constructive relationships with children. • High standards of professional behaviour with parents and colleagues. • Commitment to collaboration and co-operative working. • Positive contribution to school development. • Attend and constructively contribute to staff, team and planning meetings and school improvement activity. • Contribute to school extra-curricular and enrichment provision by leading or supporting activities. • Commitment to personal professional development. • Proactively seek advice from colleagues and offer support and guidance to other staff. • Maintain a professional, positive attitude and outlook at all times. 	
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