

**Recruitment Pack**  
**Class Teacher**  
**April 2022**



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## Mission Statement

**EVERY CHILD, EVERY CHANCE, EVERY DAY**

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively.

Once wasted, it is gone forever and cannot be given back

### Our Vision

*At Exceed Learning Partnership our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!*

We will achieve our vision by every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all. All our academies are inclusive schools. They seek out and respond to the views of pupils and the wider community. At certain times, there may be difficulties in lives outside of the academy that may cause barriers to learning, including challenges to well-being. Our academies will foster a culture of support, working with a range of agencies to ensure that everyone can reach their full-potential.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust. This will focus on our learning philosophy skills:

**Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.**

## Our Values

**INSPIRE** - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

**INCLUDE** - At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

**INTEGRITY** - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

**EXCEED** - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

## We will achieve our Ambition by ensuring:

- Excellence in learning where our pupils are enabled to be creative thinkers and turn their ideas into actions;
- A diverse, inspirational curriculum, with exciting enrichment and leadership opportunities;
- The development of skills and networks for the future, including for the world of work;
- Our Learning curriculum and values are interleaved through all our priorities in order to develop life-long skills which develop our pupils into responsible, confident and successful members of our communities and wider society;
- Creative, resourceful staff facilitating challenging and stimulating learning, where career progression is mapped and supported;
- High standards of governance, with financial security and effective leadership and management with strong support services to enable our academies to focus on achieving excellent outcomes.

## POWER TO CREATE

### Outstanding Professionals:

- Winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others;

### Innovative Systems Enabling Creative Schools

- Innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led

### Strong Partnership and Communities

- Working closely with our local communities and parents to secure the best outcomes and opportunities for our learners. Creating a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all

## WHICH ENABLES...

### EXCEPTIONAL LEARNERS

Learners who are highly successful with attributes, skills and qualifications for a fulfilling life. They have a high quality school experience and enjoy an abundance of opportunities.



## About our Academies

Edlington Victoria Academy and Hill Top Academy are both large primary academies in the village of Edlington, Doncaster, for pupils of nursery age through to Year 6. Edlington Victoria has 281 pupils on roll, and was judged as 'good' during its last Ofsted inspection in July 2016. Hill Top was judged 'outstanding' in November 2011. It is a National Support School and the CEO is a National Leader of Education. Hill Top currently has 398 pupils on roll. Carr Lodge Academy in Balby, a newly-built school in 2015, will offer 420 places to primary pupils and secured a 'good' judgement in January 2019. Exceed Learning Partnership welcomed Sandringham Primary School to our Trust in December 2018; a large primary in Intake with 431 pupils on roll. This academy has a 'good' inspection judgement, secured in June 2018. Hatfield Sheep Dip Lane Primary joined the Trust in April 2020. It currently has 276 pupils and serves the Hatfield/Dunsville community. It currently has a judgement of 'requires improvement.' In its last inspection. All our pupils come from a range of social and cultural backgrounds and the academies have a very strong community ethos which influences all aspects of academy life.

The academies have dedicated senior leaders who support the work of the CEO / Executive Principal in leading and managing improvement, under the guidance of a dedicated Board of Directors and Local Governing Boards. The academies also have a large number of support staff to enhance learning

opportunities, including HLTAs and experienced Teaching Assistants. The academies are fully committed to the inclusion of all pupils and to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards and meet the core offer of extended services.



## Letter from the Principal

Dear Applicant,

Thank you for your interest in the position of Class Teacher at Sandringham Primary School.

We are a primary academy and have 435 pupils on roll. Our age range is 3-11 years inclusive.

At Sandringham Primary School we strive to appoint highly motivated individuals who can take the academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

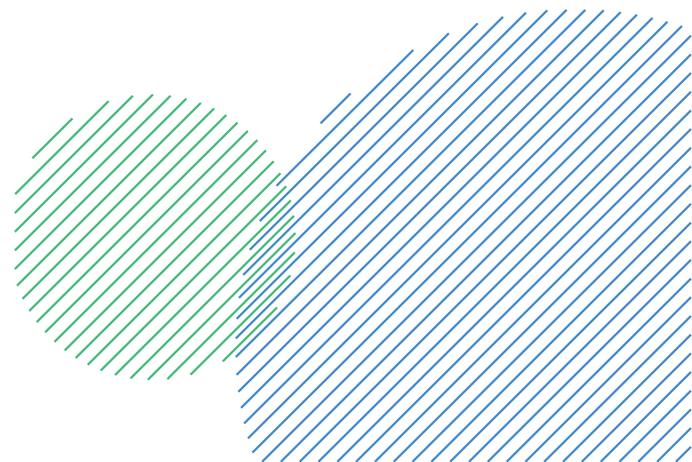
We foster a positive climate and strive for all staff to enjoy a successful career. In order to achieve this, we put the maximum amount of effort into creating the very best professional development. As part of Exceed, we will provide opportunities for you to collaborate with outstanding schools and teachers across the Trust, ensuring your professional growth so that you can develop with us.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in this position.

Mr Chris Metcalfe  
Principal

# Job Description and Person Specification

## Class Teacher



# JOB DESCRIPTION

Exceed Learning Partnership (ELP) is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community-learning, and work with local authorities, employers and high-performing educational institutions.

<b>JOB TITLE:</b>	Class Teacher
<b>GRADE:</b>	MPS £25,714 - UPS £41,604
<b>HOURS:</b>	32.5 hours per week
<b>RESPONSIBLE TO:</b>	CEO/Principal/Vice Principal
<b>RESPONSIBLE FOR:</b>	Class Support Staff

All staff should endeavour to maintain the ethos of the academies and must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. All staff must maintain appropriate professional boundaries and respect the unique position of trust in our academies.

## **Main Duties and Responsibilities:**

### PLANNING, TEACHING AND CLASS MANAGEMENT

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- To have regard for the National Curriculum and its age related requirements;
- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting tasks which challenge pupils and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Identifying SEN or very able pupils;
- Provide clear structures for lessons maintaining pace, motivation and challenge;
- Make effective use of assessment and ensure coverage of programmes of study;
- Ensure effective teaching and best use of available time;
- Monitor and intervene to ensure sound learning and discipline;
- Use a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
- Select appropriate learning resources and develop study skills through library, I.C.T. and other sources.
- To maintain a well organised, stimulating learning environment which is conducive to learning and models excellent standards.
- Ensure pupils acquire and consolidate subject specific knowledge, skills and understanding appropriate to the subject taught;
- Evaluate their own teaching critically to improve effectiveness.
- Encourage pupils to think and talk about their learning, develop self-regulation and independence,

concentrate and persevere, and listen attentively.

- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience, drama, play and talk as a vehicle for learning.

#### MONITORING, ASSESSMENT, RECORDING AND REPORTING

- To be responsible for the implementation, monitoring and evaluation of schemes of work and to track pupil progress by;
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Prepare and present informative reports to parents.

#### OTHER PROFESSIONAL REQUIREMENTS

- This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the National Teachers Standards and the required standards for Qualified Teacher Status and other current legislation.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To be responsible for the education and welfare of a designated class or group of pupils within the school.
- To develop and maintain positive relationships with pupils, parents, governors and staff
- To be open minded and flexible enough to take on new initiatives in a positive manner.
- To be knowledgeable of and follow schools Child Protection policies.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;
- Take responsibility for their own professional development and duties in relation to school policies and practices;
- Take responsibility for a curriculum area of responsibility including maintaining and purchasing resources.
- Take on any additional responsibilities which might from time to time be determined.

#### Professional learning

- To carry out professional learning opportunities and implement developments into your own teaching pedagogy and practice.

#### Knowledge and Understanding

## Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the academy's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All staff participate in the academy's performance appraisal scheme.

Signed Principal:	
Signed Teacher:	
Date:	

# PERSON SPECIFICATION

This personal specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the personal specification. You should refer to these requirements when completing your application.

	CRITERIA	ESSENTIAL OR DESIRABLE	APP FORM	DOCS	INT
<b>1. Education, Qualifications and Vocational Training</b>	Qualified Teacher Status/Certificate of Education	E	✓	✓	
	Good University Degree	E	✓	✓	
	Other specific courses and qualifications	D	✓	✓	
	Management qualifications	D	✓	✓	
	Relevant participation in inservice training	D	✓	✓	
<b>2.Relevant Experience</b>	To have a clear understanding of the National Curriculum and its application	E	✓	✓	✓
	Excellent classroom practitioner with the ability to teach the primary curriculum effectively	E	✓	✓	✓
	A good understanding of legislation concerning SEND and Safeguarding	E	✓	✓	✓
	Experience of SEND	D	✓	✓	✓
	Knowledge or experience in multi-professional working	D	✓	✓	✓
	Experience of subject lead	D	✓	✓	✓
<b>3. Skills</b>	A knowledge of strategies that enable teaching of mixed ability pupils and provide work which is differentiated to cater for the entire ability range.	E	✓	✓	✓
	Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in the classroom setting.	E	✓	✓	✓
	To create a happy, challenging and effective learning environment.	E	✓	✓	✓
	A willingness to work throughout the school.	E	✓	✓	✓
	A commitment to work as part of a team which understands and	E	✓	✓	✓

	supports each other leading to effective teamwork				
	A commitment to whole school improvement.	E	✓	✓	✓
	Evidence of good or better teaching (classroom observation)	D	✓	✓	✓
	An outstanding practitioner who can inspire others	D	✓	✓	✓
	The ability to build on and develop aspects of teaching and learning to help the school to keep moving forward	D	✓	✓	✓
<b>4. Personal Qualities &amp; Skills</b>	Awareness of child protection issues	E	✓	✓	✓
	Responsibility for own professional development	E	✓	✓	✓
	Commitment to working with all members of school community	E	✓	✓	✓
	Inspire trust and confidence and motivate all pupils to the best ability	E	✓	✓	✓
	Enthusiasm, displays drive and energy to achieve results	E	✓	✓	✓
	Plan and manage workload effectively, recognising and managing pressure	E	✓	✓	✓
	Good communication and interpersonal skills	E	✓	✓	✓
	Good organisational and time management skills	E	✓	✓	✓
	Desire to see children succeed, displays warmth, care and sensitivity when dealing with children	E	✓	✓	✓
	Able to enthuse and reflect upon experience	E	✓	✓	✓
<b>5.Special Requirements</b>	A willingness to be flexible where the need arises to meet the needs of the Academy	E		✓	✓