

Recruitment Pack
Class Teacher
December 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

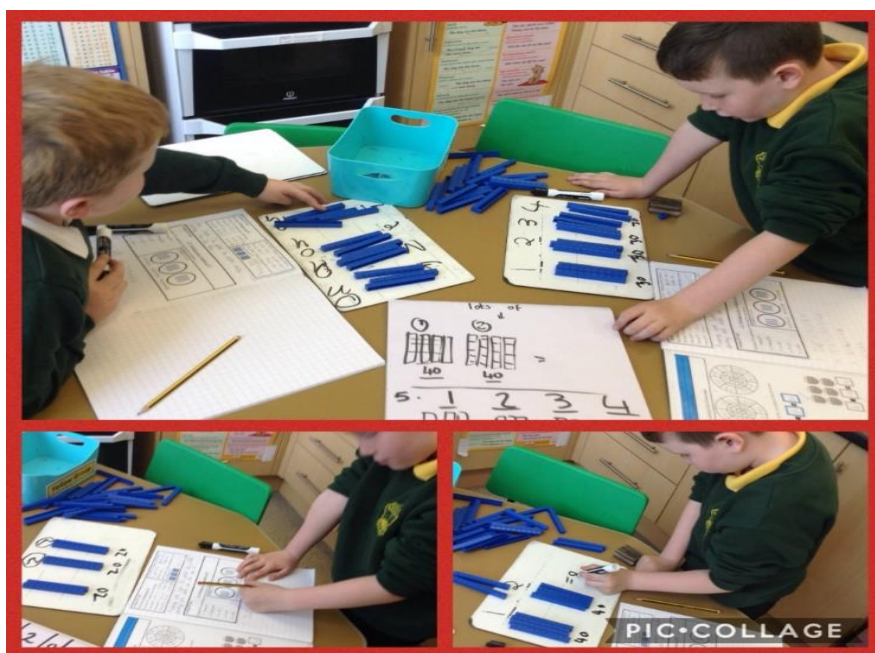
Strong Partnership and Communities

- 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 258 pupils on roll, and was judged as 'good' during its last Ofsted inspection in January 2020. 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 has recently welcomed Sandringham Primary School to our Trust; a large primary in Intake with 455 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 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 – Emily Clark

Dear Applicant

Thank you for your interest in the position of Class Teacher at Edlington Victoria Academy.

At Edlington Victoria Academy 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.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement. In July 2016 and Jan 2020 the academy, previously Edlington Victoria Primary, was judged to be 'good' by OFSTED in both reviews. Some of the strengths noted were:

- The CEO has been an inspirational force, setting out a clear vision for how successful the school can be. As a result of her excellent leadership, substantial improvements have been made since the time of the last section 5 inspection and standards have improved at every key stage.
- The head of school has kept a relentless focus on changing the school for the benefit of pupils, ensuring rapid improvement in the quality of teaching and in pupils' attitudes to learning.
- Trustees and governors speak passionately about improving this school. Leaders share their determination to make sure that all pupils get a good education. Their hard work is paying off. Year 6 pupils achieved results in 2019 that were above the national average. The government noticed how much the school has improved. Government officials wrote to leaders to congratulate them.
- As a result of good teaching, almost all pupils are now making expected progress and many make accelerated progress.
- Leaders realise that pupils' happiness and welfare are just as important as results. They have appointed extra staff to make sure that pupils are safe. Pupils know that all adults in school care about them. Adults are gentle when they speak to pupils

Following on from the OFSTED inspection we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

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 the position.



Emily Clark
Principal

Job Description and Person Specification

Class Teacher



JOB DESCRIPTION

Exceed Learning Partnership 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.

Job Title: Experienced Class Teacher for Year 2 class
Temporary for Summer term 2022 to cover maternity leave
(possibility of becoming permanent in September 2022)

Grade: MPS/UPS (£25,714 - £41,604)

Academies: Edlington Victoria Academy

Responsible to: Principal, Vice Principal & Governors,

Job Purpose: To carry out the professional duties as a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Principal.

To have responsibility for curriculum across the school or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance; contribute to whole school's planning activities

Planning, Teaching and Class Management

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

- 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
- providing clear structures for lessons maintaining pace, motivation and challenge
- making effective use of assessment and ensure coverage of programmes of study
- ensuring effective teaching and best use of available time
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of learning and home-learning
- using 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
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning

Monitoring, Assessment, Recording and Reporting

- 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

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.

Exemplification of Terms and Expectations

Performance Appraisal

- Performance appraisal assessment will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance appraisal cycle with reference to Teachers and Executive Leaders Pay Policy. In addition, the following standards, in

conjunction with the school's exemplification of these standards, will be considered where there is an application to progress through the threshold and onto UPS2 and UPS3

Knowledge and Understanding

- Demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

Teaching and Assessment

- demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
- demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPS2 level: with the majority of your lessons at least "good" in OfSTED terms
- demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback

and at UPS3 level:

- Make a distinctive contribution to raising pupil standards

Pupil progress

- demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPS2 level "better") than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.

Wider Professional Effectiveness

- take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
- make an active contribution to the policies and aspirations of the school
- and at UPS2 level: seek to share your expertise with colleagues

and at UPS3 level:

- Take advantage of appropriate opportunities for professional development and
- Use professional development effectively to improve pupils' learning
- Contribute effectively to the work of the wider team
- Play a critical role in the life of the school

Professional Characteristics

- demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
 - inspiring trust and confidence,
 - building team commitment,
 - engaging and motivating pupils,
 - analytical thinking,
 - taking positive action to improve the quality of pupils' learning.

and at UPS3 level:

- Provide a role model for teaching and learning

Personal Qualities	
Self-Awareness. <ul style="list-style-type: none"> • Has emotional insight. • Solicits honest critiques • Has presence 	Relationship Management. <ul style="list-style-type: none"> • Stimulate enthusiasm and inspire others. • Champions change • Develops behind the scenes support • Addresses conflict • Builds bonds.
Self-Management. <ul style="list-style-type: none"> • Stays composed and positive • Acts on values • Handles unexpected demands • Anticipates obstacles • Initiates action for the future • Learns from set backs 	Social Awareness. <ul style="list-style-type: none"> • Sees others' perspectives • Understands underlying issues. • Matches whole school practice to pupil needs.

<p><u>Safeguarding Procedures:</u> It is the responsibility all members of staff to follow the correct safeguarding procedures in academy.</p> <ol style="list-style-type: none"> 1. All staff have a duty to attend child protection training every three years 2. All staff have a duty to read and follow the safeguarding policies in school <p>All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated person for Child Protection which is the Pastoral and Intervention Manager.</p> <p><u>Health & Safety</u></p> <ol style="list-style-type: none"> 1. Be trained in procedures for Health & Safety & First Aid. Pediatric First Aid 2. To administer first-aid as agreed in the procedures within the Policy <p>To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.</p> <p><u>Equal Opportunities</u></p> <ol style="list-style-type: none"> 1. To ensure that all pupils are respected and treated equally at all times 2. Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures. <p>This job description may be amended at any time following discussion between the Principal and member of staff, and will be reviewed annually.</p> <p>PrincipalDate:.....</p> <p>Post Holder.....Date:.....</p> <p>This post will be subject to an enhanced disclosure from the Criminal Records Bureau.</p>	11
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Person Specification

This person 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 person specification. You should refer to these requirements when completing your application.

	CRITERIA	ESSENTIAL OR DESIRABLE	APP FORM	DOCS	INT
1. Application	1.1 Letter of application containing supporting statement	E	✓		
2. Qualifications	2.1 Qualified Teacher Status and experience	E	✓	✓	
	2.2 Further in-depth study	D	✓	✓	
3. Learning and Teaching	3.1 Proven ability as an outstanding classroom teacher	E	✓		✓
	3.2 Effective delivery of positive behaviour management strategies	E	✓		✓
	3.3 Ability to relate well to children and share their interests and enthusiasms	E	✓		✓
	3.4 Ability to lead on learning through a range of engaging and interactive teaching strategies	E	✓		✓
4. Standards and Progress	4.1 Experience of using data for monitoring, planning, target setting and improving learning across the academy	E	✓		✓
	4.2 Understanding of the New National Curriculum	E	✓		✓
	4.3 High proficiency in assessment for learning and effectiveness in analysis to improve pupil outcomes	E	✓		✓
	4.4 The ability to differentiate and be creative and innovative with the curriculum	E	✓		✓
	4.5 Evidence of a proven track record of accelerated pupil progress and raised standards or strong indications from Initial Teaching training of effective practice	E	✓		✓
5. Knowledge, Skills and Attributes	5.1 The ability to build positive and successful relationships with all stakeholders	E	✓		✓
	5.2 A good understanding of safeguarding	E	✓		✓
	5.3 Value all children and be committed to the development of the whole child	E	✓		✓
	5.4 Ability to organise work and to prioritise	E	✓		✓
	5.5 Excellent verbal and written communication skills and numeracy skills	E	✓		✓
	5.6 A willingness to become involved in the life of the academy within the community	E	✓		✓
	5.7 Ability to investigate, make decisions and solve problems	E	✓		✓
	5.8 Ability to remain positive and enthusiastic under pressure	E	✓		✓
	5.9 Understanding and proven commitment to equality of opportunity, diversity and inclusion	E	✓		✓
	6.0 The ability to be reflective and accurately self-evaluate, adapting as required	E	✓		✓
	6.1 Show high standards of self and others	E	✓		✓
	6.2 Ability to work positively and co-operatively with colleagues across the academy	E	✓		✓
	6.3 Excellent knowledge of the New National Curriculum and strong subject knowledge in Maths & English	E	✓		✓
	6.4 Excellent interpersonal skills	E	✓		✓