



Year 6 Intervention Teacher (3 posts)

RECRUITMENT INFORMATION PACK

Sycamore Avenue
Knottingley
West Yorkshire
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School Partnership Trust
Academies

YEAR 6 INTERVENTION TEACHER RECRUITMENT INFORMATION PACK

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November 2016

Dear Applicant,

Thank you for your interest in the post of Year 6 Intervention Teacher. We are looking to recruit to 3 posts covering 4 neighbouring academies in Knottingley; Simpsons Lane, The Vale Primary Academy, Willow Green Academy & England Lane Academy.

Simpsons Lane Academy is a 1.5 form entry primary school serving an ex-mining community. We pride ourselves in high expectations and an ethos of mutual respect.

Our most recent Ofsted inspection was in June 2012 when we were judged to be a good school in all areas. Inspectors noted that Teaching was always good or better throughout the school. All lessons are characterised by outstanding relationships between adults and pupils, and by pupils' positive attitudes to learning.

Statements such as: 'Staff morale is extremely high and the commitment of staff is recognised by parents, carers and pupils alike,' clearly depict the ethos of our school.

Since becoming an academy on August 1st 2012 we have had the pleasure of working in our newly refurbished / rebuilt building which offers accommodation that is conducive to good quality teaching and learning.

Professional development in our school is valued highly, many staff share senior roles and the school recognises the importance of offering staff good quality CPD in teaching and in leadership.

The children who attend our school are well behaved, hard-working and are our greatest ambassadors; they are proud of their school and teachers. Parents are supportive and have aspirations for their children's success.

We hope you feel that you have the skills and commitment to come and work with us and look forward to meeting you on our open evening.

Yours faithfully

Sarah Annable
Head of Simpsons Lane Academy

School Partnership Trust Academies Vision and Values

Our vision is based on the values and the principles of the School Partnership Trust Academies, the academy sponsor. Our academies pride themselves on being:

- Institutions with high expectations both for the individual and where there will be a collective responsibility, for raising community aspirations.
- Caring schools, based upon social responsibility, honesty, equality and consideration for others.
- Highly successful schools where self-help, self-determination and self-improvement are encouraged.
- Innovative and energising learning centres which develop lively and enquiring minds for both students and staff.
- Schools which promote inclusion rather than exclusion and by working in partnership with local agencies and offering a personalised curriculum for all, will strive to adopt a zero exclusion policy.
- Schools where courtesy, co-operation, enterprise and initiatives are paramount and where tolerance rather than intolerance is practised.
- Schools which are the centre of the community as a resource, in its services to others and in promoting community and social cohesion.
- Centres of educational excellence, where no individual is left behind and where all students of any age or background are provided with the support to become responsible and successful citizens.

THE SPONSOR

School Partnership Trust Academies

School Partnership Trust Academies is a not for profit charitable organisation that sponsors a chain of academies under a single funding agreement with the Secretary of State for Education.

The overall aim of the SPTA is to foster learning communities which promote and provide excellence in teaching, learning and relationships through high expectations and adherence to traditional values and standards. At its core, the SPTA values high quality educational provision for families firmly rooted in the priorities of the local community.

SPTA believe in supporting schools as the preferred choice for educational provision within their local community, consequently, we believe all students should have a distinctive offer relevant to their needs and the community in which they live.

We believe in the autonomy of local schools and provide challenge and support on their journey of school improvement.

In our partnership we currently sponsor a range of Secondary, Primary, Infant, Junior and all through academies.

Our partnership of schools encompasses academies and schools that are currently judged across the whole Ofsted effectiveness range, and across the widest possible range of contexts, phase and geographical location, including urban and rural schools and those of religious character.

We want to recruit colleagues who are comfortable with our vision and values and hope that the summary given above encourages you to read further. More details about the SPTA, its members and what we are doing can be found at **www.deltatrust.org.uk**

THE APPLICATION PROCESS

Further details about the work of School Partnership Trust Academies including academies it currently sponsors can be found at www.deltatrust.org.uk

Completed applications should be returned to jobswest@deltatrust.org.uk or by post to Delta Academies Trust, Recruitment Team, Education House, Spawd Bone Lane, Knottingley, WF11 0EP.

A letter will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within 2 weeks of the closing date please assume your application has been unsuccessful.

QUERIES

If you have any queries on any aspect of the application process or need additional information please contact the Recruitment Team on 0345 1960095.

**SIMPSON'S LANE ACADEMY / THE VALE PRIMARY ACADEMY / WILLOW GREEN
ACADEMY / ENGLAND LANE ACADEMY**

Year 6 Intervention Teacher (3 vacancies across 4 schools)

Casual Posts - £18 to £28 per hour (dependant on experience), to start ASAP

All 4 Knottingley academies are sponsored by Delta Academies Trust, an educational organisation which, in partnership with its schools, delivers the best possible outcomes for young people and families in the local communities in which they serve.

We are seeking to appoint 3 Year 6 Intervention Teachers to start as soon as possible and to work across the 4 academies to raise attainment and address gaps in learning.

The successful candidate will:

- Be an excellent practitioner;
- Have the knowledge and experience to deliver focused interventions to raise attainment in Year 6;
- Have a good understanding of the curriculum, classroom practice and assessment strategies used in Key Stage 2;
- Be enthusiastic, resourceful and keen to ensure that the highest possible standards of pupil achievement, personal development and well-being are achieved.

Visits to the Academies are encouraged and we request that appointments are made through the Recruitment Team. Visits will be arranged for the morning of Friday December 2nd.

Closing Date: 12 Noon Wednesday 7th December
Provisional Interview Date: Wednesday 14th December

An application pack can be downloaded from

recruitment.deltatrust.org.uk

or by contacting our recruitment team on

0345 1960095

or email

jobswest@deltatrust.org.uk

The Academy is committed to safeguarding the welfare of its students and the successful applicant will be subject to an enhanced Criminal Records Bureau Disclosure.

'Together we are stronger'

YEAR 6 INTERVENTION TEACHER JOB DESCRIPTION

Casual Posts: £18 - £28 per hour (dependant on experience)

Responsible to: Principal

Responsible for: N/A

Purpose of the job: To teach groups of pupils in Year 6 in order to ensure the highest possible standards of pupil achievement, personal development and well-being.

AREAS OF RESPONSIBILITY AND KEY TASKS

PLANNING, TEACHING AND CLASS MANAGEMENT, TO:

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
- 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:
 - i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. Select appropriate learning resources and develop study skills through library, ICT and other sources
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate their own teaching critically to improve effectiveness.

MONITORING, ASSESSMENT, RECORDING, REPORTING- TO:

- 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- TO:

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all time within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- 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 coordinate the management of the school
- Take responsibility of their own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors
- Take on any additional responsibilities which might from time to time be determined

Any additional responsibilities in line with Teachers' Pay and Conditions as negotiated with the Vice Principal and affirmed by the Principal.



PERSON SPECIFICATION YEAR 6 INTERVENTION TEACHER

	Ess	Des	MOA
KNOWLEDGE/QUALIFICATIONS			
Graduate with Qualified Teacher Status	*		A/C
Knowledge of current educational practice and issues	*		A/I
An excellent classroom practitioner	*		I/R
Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy, and ICT	*		A/I
Knowledge of all phases of primary education		*	A/I
Effective use of ICT to support learning	*		A/I
The implications of the Code of Practice for Special Educational Needs for teaching and learning		*	A/I
Any statutory curriculum requirements and requirements for assessment, recording and reporting of pupils' attainment and progress	*		A/I
Full working knowledge of relevant policies/codes of practice/legislation		*	A/I
EXPERIENCE			
Experience of teaching in the Primary phase	*		A/I/R
SKILLS			
High level of written, oral and communication skills	*		A/I
Ability to communicate effectively orally and in writing to a range of audiences	*		A/I/R
Able to offer expertise in a specific subject or area		*	A/I/R
High level of organisational and planning skills	*		A/I.R
Evidence of sharing in and contributing to the corporate life of the academy	*		A/I/R
Work effectively as part of a team, relating well to colleagues, pupils and parents	*		A/I/R
Ability to demonstrate a commitment to equality of opportunity for all pupils	*		A/I
Ability to investigate, solve problems and make decisions	*		A/I
Able to use own initiative and motivate others	*		A/I/R
Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*		A/I/R
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	*		A/I/R

	Ess	Des	MOA
BEHAVIOUR AND OTHER RELATED CHARACTERISTICS			
Evidence of continuing professional development	*		A/I
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	*		A/I
Commitment to an involvement in extra-curricular activities	*		A/I
Work in ways that promote equality of opportunity, participation, diversity, and responsibility	*		A/I
A commitment to abide by and promote the Equal Opportunities, Health and Safety and Child Protection Policies	*		A/I
The post holder will require an enhanced CRB	*		C

Key:

MOA= Method of Assessment, Ess= Essential, Des= Desirable, A= Application, I= Interview, and assessment, R = Reference, C= Certificate.