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**Teacher KS1 and Phonics Lead**

**Required from September 2018**

**Atlas Academy**

**Recruitment Pack**

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# **Welcome Letter**

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. 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 academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy 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.

**Libby Nicholas**  
Chief Executive, Astrea Academy Trust



**A Warm Welcome, from Julie Parry, Atlas Academy**

Dear Candidate

Thank you for your interest in the position at Atlas Academy, part of Astrea Academy Trust.

We are very proud of our children and their achievements which are based on aspiration and high expectations among all the staff. Each Friday we hold a special mentions assembly for parents of children in recognition of something they have achieved that week. This may be a personal achievement for them or for helping a fellow pupil. This parental engagement we know makes a difference to our children and the community we serve. We work hard and value the work we do. We have some exciting news about school being linked to Golden Globe Race 2018 to come. Please look at their website [www.goldengloberace](http://www.goldengloberace) to see how you would link learning to this world event.

In the last year school has undergone an increase in size, with the addition of 4 new classrooms and new office space and entrance. Currently we have 280 children on roll made up of 40 per year group and including 26 places in F1.

We value collaboration and support with and from a number of sources. We work with the trust and other agencies to seek out best practice, based on research and to make it relevant to our school.

We value staff development as a major keystone to enable the school to improve and progress.

As a prospective member of staff at Atlas Academy we hope that you feel you have something to bring to the school which will enhance our work and in return we will be able to support you in the next stage of your career.

We are located centrally in Doncaster, only a short walk from the railway and bus stations. We also have great road links with easy access from the A1, M1 and M18.

If you wish to visit school, please contact the office on 01302 363612 for a visit to be arranged.

Regards

Julie Parry



**Astrea Academy Trust**

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

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

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

**Astrea Academy Trust Ethos**

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

### **Responsibility and Leadership**

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

### **Enjoyment and Innovation**

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

### **Aspiration and Development**

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Reach4thestars**

### **Collaboration and Inclusion**

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

### **Honesty and Integrity**

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

**You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website:** https://astreaacademytrust.org/

**Astrea Academy Trust Family**

**Academies currently within Astrea Academy Trust:**

* Atlas Academy, Doncaster
* [Byron Wood Academy](http://reach4.org.uk/schools/listing/byron-wood), Sheffield
* [Carrfield Primary Academy](http://reach4.org.uk/schools/listing/carrfield-primary-academy), Rotherham
* [Castle Academy](http://reach4.org.uk/schools/listing/castle-academy), Doncaster
* Cottenham Village College, Cambridgeshire
* [Denaby Main Primary Academy](http://reach4.org.uk/schools/listing/denaby-main-primary-academy), Doncaster
* [Edenthorpe Hall Academy](http://reach4.org.uk/schools/listing/edenthorpe-hall-academy), Edenthorpe
* [Gooseacre Primary Academy](http://reach4.org.uk/schools/listing/gooseacre-primary-academy), Rotherham
* [Greengate Lane Academy](http://reach4.org.uk/schools/listing/greengate-lane-academy), Sheffield
* [Hartley Brook Primary Academy](http://reach4.org.uk/schools/listing/hartley-brook-primary-academy), Sheffield
* [Hatfield Primary Academy](http://reach4.org.uk/schools/listing/hatfield-primary-academy), Sheffield
* [Hexthorpe Primary Academy](http://reach4.org.uk/schools/listing/hexthorpe-primary-academy), Doncaster
* [Highgate Primary Academy](http://reach4.org.uk/schools/listing/highgate-primary-academy), Rotherham
* [Hillside Academy](http://reach4.org.uk/schools/listing/hillside-academy), Doncaster
* Intake Primary Academy, Doncaster
* Kingfisher Primary Academy, Doncaster
* [Lower Meadow Primary Academy](http://reach4.org.uk/schools/listing/lower-meadow-primary-academy), Sheffield
* Netherwood Academy, Barnsley
* The Centre School, Cambridgeshire
* [The Hill Primary Academy](http://reach4.org.uk/schools/listing/the-hill-primary-academy), Rotherham

**Job Description**

**Position: Teacher KS1 Lead (KS1/Phonics)**

**Salary Range: Competitive**

**Reporting to: Headteacher**

**Location of this position: Atlas Academy, Doncaster**

**Purpose of this role:**

This job description is to be performed in accordance with the provisions of the current School Teachers Pay and Conditions Document. The performance of these duties is under the reasonable direction of the Headteacher.  
  
*The main employment duties attaching to this teaching post are as follows:*

* ensure all children have the opportunity to achieve their potential regardless of race, culture, gender or special needs
* plan and deliver a balanced curriculum in line with the EYFS, National Curriculum, National Strategies and school policy as appropriate to the age of the children in the class
* develop long, medium and short term planning
* plan and deliver differentiated lessons that meets the needs of the pupils assigned to him/her
* provide a high quality learning environment and ensure the appropriate use of resources
* deploy support staff effectively within the classroom
* develop a high level of subject knowledge in all curricular areas
* follow school marking and assessment procedures and maintain pupil records
* administer end of Key Stage tests and optional tests and related tracking as appropriate
* maintain good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
* to assess, record and report on the development, progress and attainment of pupils; communicating and consulting with the parents of pupils, with particular regard to EAL parents
* participate in arrangements for his/her further training and professional development as a teacher
* participate in meetings at the school which relate to the curriculum for the school or administration or organisation of the school, including pastoral arrangements
* be familiar with and put into practice all school policies including child protection and the current SEN code of practice
* Lead a team of 3 or 4 teachers in KS1, attend SLT meetings.
* Be an effective leader of Phonics driving improvements across school.

These duties and responsibilities should not be regarded as exhaustive or exclusive. The job description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.

**Person Specification**

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

|  |  |  |
| --- | --- | --- |
| **Knowledge/Qualifications and Experience** | **Essential** | **Desirable** |
| Qualified Teacher Status | \* |  |
| Degree |  | \* |
| Successfully completed Induction Year |  | \* |
| Excellent classroom teacher | \* |  |
| Previous successful experience of teaching in a primary school | \* |  |
| Experience of teaching experience across primary age range |  | \* |
| Experience in relevant type of school | \* |  |
| Experience of subject/ aspect leadership |  | \* |
| Evidence of contributing to extra-curricular activities | \* |  |
| Ability to demonstrate effective behaviour management strategies | \* |  |
| An understanding of the educational development of pupils | \* |  |
| In-depth knowledge of the primary curriculum | \* |  |
| Understanding and experience of assessment systems | \* |  |
| A clear understanding of multicultural/EAL issues | \* |  |
| Experience of running a team |  | \* |
| Experience of leading a curriculum area | \* |  |
| **Skills and abilities and professional attributes** |  |  |
| Willingness and ability to pursue professional learning/ qualifications for the post | \* |  |
| Ability to support and develop SDP priorities |  | \* |
| Effective teaching and learning strategies | \* |  |
| A commitment to inclusion and pupil wellbeing | \* |  |
| High expectations of self and others with a Professional demeanour | \* |  |
| Ability to relate well to children and adults | \* |  |
| Effective interpersonal skills | \* |  |
| Effective organisational skills | \* |  |
| Calm, positive and ability to work under pressure | \* |  |
| Confidence and commitment | \* |  |
| A willingness to work in any year group | \* |  |
| **Other** |  |  |
| Application forms should be completed in full | \* |  |
| Letters should be clear, concise and address the job specifications (No more than 2 side of A4) | \* |  |
| Successful candidate to have enhanced DBS and other appropriate checks | \* |  |
| Two positive written references – one from current employer/most recent teaching experience | \* |  |

**Child Safeguarding Policy**

# The Trust is committed to Safeguarding and Promoting the Welfare of all its students. Each student’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

# We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our students.

**The Trust’s Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

* Providing a safe environment for children and young people to learn in education settings; and
* Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting’

*Keeping Children Safe in Education 2016*

The Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.

**Explanatory Notes**

Applications will only be accepted from candidates completing the Trust’s Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

**Safeguarding Children and Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

* Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
* Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
* If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
* Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

**Interview Process**

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

* Documentary evidence of right to work in the UK
* Documentary evidence of identity that will satisfy DBS requirements
* Documentary proof of current name and address
* Where appropriate any documentation evidencing change of name
* Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours
* Attitudes to use of authority and maintaining discipline

**Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

* Verification of right to work in the UK
* Receipt of at least two satisfactory references (if these have not already been received)
* Verification of identity checks and qualifications
* Satisfactory Enhanced DBS Check
* Verification of professional status such as QTS Status, NPQH (where required)
* Satisfactory completion of a Health Assessment
* Satisfactory completion of the probationary period (where relevant)
* Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

**How can I Apply?**

This is an exciting and very rewarding role and we look forward to receiving your application.

**Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;**

**Name: Catherine Mitchell**

**Position: Business Manager**

**Contact:** **01302 363612**

**The Application Process**

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.