



Nursery/EYFS Teacher

INFORMATION FOR CANDIDATES

bartonhillbristol.org



Nursery/EYFS Teacher

Full time, fixed term to 31/8/19

MPS1 – MPS6 (£22,917 - £33,824) + Health Cash Plan and Benefits package

Applications are invited from high quality candidates to join an exciting and committed team at Barton Hill Academy.

We are looking to appoint a positive, hardworking, skilled and ambitious practitioner who wants to make a real difference to children's lives and is ready and able to take on a role teaching our children and working in harmony with staff, families and other key stakeholders.

Candidates for this post should be:

Passionate about how children learn best with a genuine belief that all children can succeed.

- Able to demonstrate their resilience to cope with the daily challenges that working in a busy, successful inner city school can bring.
- Flexible, with a good sense of humour.
- An innovative practitioner who values and can support positive play and work as a team to resolve conflict.
- A confident professional, keen to share their knowledge and understanding with others.

In addition the successful candidate will have a deep pedagogical knowledge of teaching and learning to help children realise their academic potential as well as an interest in the wider community that the school serves.

In return we can offer you:

- A genuine opportunity to make a difference where it is needed.
- Every opportunity to further your professional development and career.
- Well-resourced classrooms, necessary IT equipment and structured administrative support.
- An exciting and vibrant environment, which includes a fabulous outdoor space, in which to work.
- A fantastic community of children, parents and carers who deserve the best.

Closing date: 18th October 2018 at 9:00 Interviews: 23rd October 2018

Barton Hill Academy is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.



Venturers Trust and our Sponsors



Venturers Trust is a new Multi Academy Trust based in Bristol formed through the merger of CGS Trust and Merchants' Academy Trust in September 2017. Comprising Primary, Secondary, all-age schools and a Special school the Trust has 3,200 pupils and 700 staff. The Trust is sponsored by the Society of Merchant Venturers and the University of Bristol.

The Society of Merchant Venturers is a private entrepreneurial and charitable organisation that actively supports enterprise in Bristol. It has been involved in improving the city's education for at least 400 years. As a sponsor, the Merchant Venturers are heavily involved in all aspects of the Trust including Governance. They bring first class expertise in governance and a wide range of business acumen to the benefit of our schools.

The University of Bristol ranks as one of the top 10 universities in the United Kingdom. It is committed to encouraging the number of local students seeking a place within Higher Education. The University is actively involved in the development of the Trust's curriculum and Governance and allows our pupils and students to access its excellent academic facilities. The University has created an extensive programme of opportunities for our pupils which no other schools have. The University also offers support in other areas, such as research and mentoring.

Both sponsors seek to ensure that all our young people receive a truly inspiring education. Their support, challenge and expertise are greatly valued.

The Academies of Venturers Trust comprise of:

- Bannerman Road Community Academy
- Barton Hill Academy
- Colston's Girls' School (consisting of Secondary and Sixth Form phases)
- Fairlawn Primary School
- Fairlawn School
- The Kingfisher School
- Merchants' Academy (an all-age school consisting of Primary, Secondary and Sixth Form phases)





Venturers Trust is fortunate to be able to recruit and retain the very best staff. In addition to contractual entitlements such as annual leave and occupational pension, we recognise the important role our staff play by providing for them a range of benefits as well as flexible employment arrangements and a family-friendly approach.

Our current benefits (*for all staff on Venturers Trust contracts and working over 10 contractual hours per week*) include:

WELLBEING HEALTH CASH PLAN - A valuable Health Cash Plan that provides cover for routine healthcare such as dental check ups, eye tests, physiotherapy, and specialist consultations. Benefits for children of employees up to the age of 18 are included free

EMPLOYEE ASSISTANCE PROGRAMME - The EAP offers cover for employees and their immediate family members residing at the same address, including children in full-time education

TRAINING AND DEVELOPMENT - First class training and development opportunities are provided within the Trust, including an outstanding induction programme for newly qualified and experienced teachers.

HIGHER DEGREE SUPPORT FUNDING - Significant contribution to the funding of Master's Degrees at the University of Bristol by the Trust and the University of Bristol as our sponsors

RESEARCH PRACTITIONER BURSARIES - Awards of up to £1,000 per project, for staff to undertake in-house research that would benefit the Academy

PROFESSIONAL DEVELOPMENT - w.e.f. Sept 2018 : 10 Professional Learning days per year (*excepting Colston's Girls' School who have 5)

CHILDCARE VOUCHERS - Participation in the Childcare Voucher Scheme, free of tax and national insurance

BICYCLE PURCHASE LOANS - After having successfully passed the probationary period employees are eligible to request a Bicycle Purchase loan up to the value of £1,000 through the 'Cycle to Work' scheme

ICT LOANS - A loan repayable over a 2 year period as part of a Salary Sacrifice scheme

RETAIL DISCOUNTS – An extensive range of free goods/services and discounts available to staff

INTEREST FREE SEASON TICKET LOAN - The option to purchase a season ticket with an interest free loan, deducted from salary in monthly installments over a 12 month period.

PROFESSIONAL INTRODUCTION INCENTIVE - Payable following the successful completion of the probationary period of the new member of staff to the member of staff who made the introduction

RELOCATION SUPPORT - An interest free loan to staff who are relocating repayable over 2 years up to £5,000 or the equivalent of 2 month's salary

Further details of our employee benefits can be found on the Academy website.





Barton Hill Academy

“We are a Primary Academy in East Central Bristol with a 120-place nursery. We serve an excitingly diverse community and many of our children and families are multi-lingual. The Academy is growing fast with ever-increasing numbers throughout the school.

At Barton Hill, we believe that all of our children have special, individual talents and that we can help them achieve their full potential in this inclusive, safe, learning-focused school community. We value the contribution of all members of our community and work closely with other groups and agencies in the area.

We offer an exciting curriculum with many opportunities for enrichment and celebration. All our learning is embedded with Core Learning Skills to develop the children’s own understanding of themselves and enable them to access further learning when they leave us to become the citizens and leaders of the future.

We are very proud of our children and their families and all that we can offer them here at Barton Hill Academy.”

Emma Tovey
Principal

Our values are based in Respect: Responsibility, Excellence, Success, Pride, Equality, Compassion and Tenacity. The values have been built with the whole school community and underpin everything that we do.

Our vision is to support our children to become active, confident citizens within their communities and beyond. We strive for our children to be actively engaged in exciting and fun learning.

We work closely with our partner schools and share good practice across the Trust.





Living in Bristol

Barton Hill Academy is located in Bristol very close to the open fields of Bath and North Somerset and easy travelling distance from the city, country villages and further afield. Academy staff have an enviable choice of places to live within a city and region that is viewed as one of the areas with the highest quality of living in the UK. The local economy remains buoyant, benefiting from a strong knowledge economy and particular strengths in the creative, financial and legal businesses. Within 90 minutes you can be in London or on the coast.

Bristol itself is a beautiful, vibrant and fashionable city. Its harbour, which weaves its way through the heart of the city is lined with restaurants, clubs and bars, museums, arts, science and media centres. The narrow winding streets, radiating from the water's edge, reveal elegant parks and squares and stunning architecture. Recently the city celebrated Brunel 200, the 200th anniversary of the birth of Isambard Kingdom Brunel, one of the most inspirational engineers of the 19th century and the person responsible for some of the great icons of Bristol's industrial heritage. Bristol is the 8th largest city in the United Kingdom with a population of over 400,000. Built on the confluence of the Rivers Avon and Frome, it has been in existence from well before the time of the Romans.

Bristol grew to be one of the most important cities in England during the Middle Ages as a result of its port and in 1497 the brothers Sebastian and John Cabot, sponsored by the Merchant Venturers, sailed from the docks to mainland America, landing in Newfoundland. A working replica of their ship, The Matthew, can be seen in the harbour today.

Bristol is the largest city in the South West and the region's leading centre for business, culture and education. It has been the subject of a massive programme of investment and regeneration that has had a major impact on its retail, leisure and business facilities. The city has a long tradition of trade and engineering, and is also home to many of the newer financial services and creative and media industries. It is also close to some of the most beautiful countryside and coastal areas.



Post: Nursery/EYFS Teacher

Responsible to: The Senior Deputy Head Teacher

Specific Duties: Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

General responsibilities

- The post holder will have responsibility for teaching an assigned class of pupils as described in the job description that applies to all classroom teachers. In discussion with the post holder, he/ she may be required to undertake aspects of subject development / co-ordination.
- The post holder will be expected to act as an adult role model and support school policies when dealing with students or visitors to the school.
- The post holder will be subject to an enhanced DBS check and suitability check to satisfy child protection requirements (previously known as CRB). The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.
- The post holder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the school's child protection policies and behaviour management policy.
- The job description sets out the principal responsibilities of the post but does not describe each of the tasks that it may be necessary to carry out.
- The job description may be reviewed from time to time in consultation with the post holder in order to address changing circumstances or priorities within the school.

Accountability

- The post holder is responsible to the Head of School for his/her teaching duties and for fulfilling the duties set out in this job description.
Class teachers are accountable to the Head of School, and in due course, Phase Co-ordinator and appropriate subject leaders for maintaining and developing their subject knowledge.
- The post holder is responsible for the co-ordination and oversight of the work of support staff allocated to work in their class.
- There is a requirement for effective professional relationships with all teaching and support staff colleagues and other members of the school community.

Pastoral Care

Class teachers must:

- Take responsibility for the safety, education and social development of each child
- Provide a role model for the development of children's social behaviour and attitudes
- Provide a safe, secure and well-organised environment that encourages the development of children as independent learners and considerate members of the school community
- Implement school policies and guidelines for pastoral care, including anti bullying, safeguarding and child protection, behaviour and sanctions
- Recognise and respond effectively to equality issues as they arise and challenge stereotyped views
- Build and maintain positive relationships with parents

Knowledge and Understanding

Class teachers must have:

- A detailed knowledge of the practice and principles of the Curriculum appropriate to the pupils they teach.
- A secure knowledge and understanding of the subject(s) they teach.

- A good understanding of the progression of their area of specialism, including the Foundation Stage, Key Stage 1 and 2.
- A knowledge of developments within their area/s of expertise and a desire to continue high quality CPD.

Planning and Setting Expectations

Class teachers are responsible for:

- Identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the age of the pupils being taught.
- Planning effectively to ensure that pupils have the opportunity to meet their potential, responding to all needs, including but not limited to; the needs of pupils who are underachieving, or not yet fluent in English, making use of relevant information and specialist help where available.
- Providing well-planned learning experiences based on pupil need and aspirational expectations.
- Setting appropriate and demanding expectations for individual pupils' learning and motivation.
- Setting clear targets for pupils' learning, building on prior attainment.
- Identifying pupils who have Special Educational Needs and liaising with the SENCO in order to give positive and targeted support.
- Plan effectively where applicable to meet the needs of pupils with SEN, make appropriate contribution to the preparation, implementation, monitoring and review of IEPs and CAFs.
- Taking account of diversity to enrich the curriculum and raise achievement to ensure success for all.
- Liaise with Key Stage Co-ordinator / Senior Leaders when appropriate.

Teaching and Managing Pupil Learning

Class teachers are responsible for:

- Ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and best use made of teaching time to ensure aspirational targets are set and sought for every pupil.
- Using teaching methods which meet the needs of all pupils, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Securing a high standard of pupil behaviour in the classroom by establishing appropriate rules and setting high expectations of discipline which pupils respect; act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school. Through well-focused teaching establish positive and productive relationships with pupils.

Assessment and Evaluation

Class teachers are responsible for:

- Assessing how well learning objectives have been achieved and use this assessment for future teaching.
- Making use of assessment *for* learning as well as *of* learning.
- Monitoring and evaluating pupils' progress achievement and attainment in the subjects within the designated key stage.
- Recognising pupils' achievements and make accurate assessments of the Early Years Foundation Stage Profile Statements if applicable.
- Observing, reflecting and monitoring pupils' work, providing constructive feedback, setting pupil targets.
- Understanding demands expected of pupils in relation to the specific Key Stage and Year group (e.g. Early Years Foundation Stage Curriculum, transition between Key Stage One and Two) and aptly respond to them.
- Liaising with other key stage members and leaders to identify under performance by pupils and ensure appropriate intervention strategies and plans are implemented.
- Liaising with staff to ensure continuity and progression of achievement and attainment on transfer.

Pupil Achievement and Personal Development and Attitudes to Learning

Class teachers are responsible for:

- Ensuring all groups make at least good progress
- Removing barriers to success
- The well-being of pupils

- Setting clear targets for improvement of pupils' achievement, monitoring pupils' progress to achieve those targets and using appropriate teaching strategies in the light of this.
- Ensure a positive learning environment for all children.

Relationship with Parents and the Wider Community

Class teachers are responsible for:

- Liaising effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievement, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress.
- Understanding the need to liaise with agencies responsible for pupils' welfare.
- Responding in a timely manner to the requests from external agencies, when appropriate. writing

Managing Own Performance and Development

Class teachers are responsible for:

- Understanding and taking responsibility for their own professional development and take action to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Understanding the professional responsibilities in relation to and for implementing school policies and practices, including those dealing with bullying and racial harassment.
- Setting a good example to the pupils they teach in their presentation and personal conduct.
- Evaluating their own teaching critically and using this to improve their effectiveness to ensure a broadening and deepening their professional attributes, knowledge, understanding and skills

Managing and Developing Staff and Other Adults

Class teachers are expected to:

- Establish effective working relationships with all colleagues throughout the school.
- Deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils' learning.
- Model appropriate teaching strategies and lessons for others to observe.
- Implement a process of peer observations where and when appropriate.
- Act as a mentor for newly appointed key stage members.
- Carry out appraisals for designated staff where appropriate following schools' agreed policy.

Other Duties

Class teachers are expected to:

- Attend staff meetings
- Carry out lunch break and other duties
- Assist with Special events e.g. plays, concerts, school outings including residential visits, sporting events, clubs
- Prepare class assemblies
- Support the work of the school's active PTA by taking part in events that may be during the evenings or, occasionally at weekends
- Abide by all health and safety procedures and report any concerns regarding health and safety immediately to the safeguarding team
- Have a good working knowledge of whole school policies and aims
- Comply with procedures relating to confidentiality and data protection
- Promote the ethos and reputation of the school at all times

Other duties and responsibilities:

Carry out other duties that the Principal of the Barton Hill Academy may reasonably request.

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Person Specification



CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> Good Honours Graduate with QTS or as required by the DfE 	
Experience	<ul style="list-style-type: none"> A successful teaching record either as a trainee or experienced teacher Experience of working with students of all abilities in the age group for which trained 	<ul style="list-style-type: none"> Working in a diverse community with pupils with English as an Additional Language
Skills	<ul style="list-style-type: none"> Skills set as outlined in the Teachers' Standards 	<ul style="list-style-type: none"> Outstanding subject and curriculum knowledge Evidence of significant progress and outcomes for children Literacy or Language specialism Leading a subject in a Primary School
Professional Learning	<ul style="list-style-type: none"> Commitment to continuing personal and professional learning development 	<ul style="list-style-type: none"> Evidence of Professional Learning relevant to the role
Leadership Skills and Values	<ul style="list-style-type: none"> Ability to inspire, motivate and challenge students Commitment to the pursuit of excellence in educational standards Ability to communicate effectively with colleagues, students, parents and external agencies Commitment to and promotion of co-curricular opportunities 	<ul style="list-style-type: none"> Evidence of high level co-curricular activities Potential for further leadership role
Knowledge & Understanding	<ul style="list-style-type: none"> Demonstrate good subject and curriculum knowledge including the national/EYFS curriculum Know how to secure outstanding progress and outcomes by students adapting teaching as needed 	
Student Involvement	<ul style="list-style-type: none"> Commitment to student involvement Personal commitment to listen to student voice Focus on individual student's needs and development of independent learning High expectations of students 	<ul style="list-style-type: none"> Evidence of student involvement
Personal Attributes	<ul style="list-style-type: none"> Flexibility to cope with diverse needs of the post Resilience to work under pressure Positive, tenacious and optimistic Ability to quickly establish positive relationships with students, staff and parents 	<ul style="list-style-type: none"> Initiative and ability to create new processes and practices to raise standards

HOW TO APPLY



Closing Date for Applications:

18th October 2018

Interviews:

23rd October 2018

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification.

An Application Form is available in electronic format at venturerstrust.org and should be returned electronically along with the Equality Monitoring Form by following the instructions at the [Work With Us](#) section of the Trust's website.

Please note due to the expected volume of applications it may not be possible to acknowledge or respond to all applicants.

SAFER RECRUITMENT IN EDUCATION

Venturers Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work. The aims of our Safer Recruitment procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification which will include a specific reference to suitability to work with children.
- A Venturers Trust Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.