





**Class Teacher – KS2**

**MPS/UPS £22,916 to £39,015**

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Dear Colleague

Thank you for expressing an interest in this post.

At Woodlands Primary Academy we have some wonderful children, committed staff and a community that deserves the very best from their local primary academy.

We are looking for a teacher for KS2 with special qualities, who will benefit from this strong community partnership. If you are the person we are looking for you will be:

* An excellent classroom practitioner
* Committed to raising standards by being passionate about enabling every child to fulfil their potential.
* Willing to be fully involved in the life of the school.
* Excellent at building good working relationships with children, parents, staff and governors.
* Committed to pupil and staff development

The Governors and our partner, South Pennine Academies will ensure that the partnership of Willowpark and Woodlands Academies provides the very best educational success for our young people. We have created a great relationship between Governors, Trust, CEO and staff which will be both challenging and supportive as we work together to create two outstanding Academies.

If you think that you are right for the role then we look forward to receiving your application. If you wish to discuss the role in more detail, or would like to visit the school, please do not hesitate to contact Catherine Sharpe (Head of School at Woodlands) by phoning 0161 624 1219 or email csharpe@woodlandsprimaryacademy.org

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Yours faithfully



Alison Black

Executive Principal

Willowpark and Woodlands Primary Academies

# The Academy

This is a hugely exciting time for Woodlands Academy. We are presented with a rare opportunity to make a real difference to the lives and life chances of primary school children in the East Oldham area through the development of our partnership with a neighbouring school, Willowpark Primary Academy, which is also a partner of South Pennine Academies. The partnership works as two separate but closely linked schools who operate with one Executive Principal leading both Academies, supported by a Head of School in each Academy and a shared Senior Leadership Team. This enables both schools to benefit from shared expertise and resources.

Woodlands (NOR 271) and Willowpark (NOR 255) Primary Academies are based in the heart of vibrant and diverse communities in East Oldham, just minutes away from each other. Both Academies are recent additions to the South Pennine Academies with Willowpark joining in September 2016 and Woodlands in March 2017. The partnership operates with one Local Academy Governing Board, exploiting the benefits of shared opportunities, CPD and resources and utilizing the skills and talents of staff both within and across the academies to ensure all children reach their full potential. If you join our team, you will be well supported in your career through exceptional professional development, a knowledgeable Academy Board and, most importantly, wonderful children and supportive staff.

We are an outward looking partnership with a passion for making a difference. We have set an ambitious vision for the future and have a clear understanding of what can be achieved with the benefits of shared expertise, including our passion and commitment to reducing teacher workload through joint working and development of common systems across the two Academies.

So far we have implemented shared planning, a feedback policy that provides teachers with time to provide same day feedback within lessons in order to reduce marking and shared year group PPA time so that staff can work together to share resources. Our commitment to reducing workload for staff combined with the additional benefits and excellent professional development opportunities offered by South Pennine Academies, makes both Woodlands and Willowpark great places to work.

# The Role

First and foremost, we are looking for a committed and enthusiastic class teacher who has the passion, energy and skills to make a difference. The post holder will have also have the opportunity to take on subject leader responsibility if appropriate (subject to be discussed at interview).

We are keen to match the role to the skills and experience of the successful candidate and we have the flexibility to do this. We take our role in raising the aspirations of our children and meeting the ambitions of our staff very seriously. If you are hardworking, looking to further develop your leadership potential and the drive to want to make a difference then we very much look forward to hearing from you.

# The Trust

# Key Priorities

**Strong and effective leadership**

Strong systemic leaders, who have vision and belief, are key to the trust. Principals who use targeted support to build capacity in leadership teams, managing change and sustaining a whole school approach that leads to improved outcomes for all students.

# High Performing Staff

Targeted strategies are used to ensure teachers, associate and business support staff have the capability and flexibility to deliver high quality educational opportunities and services. Highly effective professional development is essential for all staff. Working with Teaching Schools and local providers, ensures that staff needs are met, whilst maintaining a clear focus on local and national priorities. A highly productive, happy workforce is essential in sustained school improvement.

Teachers within SPA benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

# Successful students

Every student, in every phase needs a personalised approach. We ensure

opportunities in response to individual needs and empower individuals to contribute to their communities and continue to learn throughout their lives. A rich curriculum is essential, providing opportunities that lead to highly engaged students, who are articulate and communicate effectively. Students who feel their contributions are valued, students who become highly effective members of society.

# Engaged community

Nurturing and maintaining positive, valuable relationships between school staff, students, their families and the broader community leads to improved outcomes for students. Local community capacity is strengthened when it is built on trust, respect for others, common goals and high expectations for students’ achievement. We are committed to engaging strategies to ensure our key priorities are not only met but exceeded wherever possible. Strategic planning with a range of organisations is effective in meeting individual needs.

**How to Apply**

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Teacher KS2** based at Woodlands (South Pennine Academies) then you should;

* + Follow the link to complete the online application form.
  + Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
  + Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Woodlands Academy.
  + Submit your application by **12pm 11th December 2017.** *Late applications will not be considered.*

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**The benefits of joining South Pennine Academies**

* **Salary –** This year trustees have rewarded all our staff with a higher increase than nationally recommended increase from the School Teacher Review Body. and **outstanding Professional Development** - We are committed to developing all staff within their roles and creating opportunities for further career progression.
* **Pension** – Every employee of South Pennine MAT has access to the Teachers Pension Scheme or West Yorkshire Pension Fund.
* **SAS** - The Academy uses Schools Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
* **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff and much more!
* **Child Care Vouchers** – Child care vouchers work through a salary sacrifice and they are taken from your salary each month before your usual Tax and NI contributions.

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| SOUUTH PENNINE ACADEMIES logo 1-01**WOODLANDS PRIMARY ACADEMY - JOB DESCRIPTION** | |
| **job title:** | **CLASS TEACHER** |
| **grade:** | **MPS/UPS Working hours: Full-Time - 1265 hours per year** |
| **location:** | **WOODLANDS PRIMARY ACADEMY** |
| **responsible To:** | **Executive Principal** |
| **job purpose:** | To teach pupils within the school & carry out other associated duties as reasonably assigned by the Executive Principal. |
| **APPLICABLE CONTRACT TERMS AND DUTIES**  The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.  This job description may be amended at any time following discussion between the Executive Principal and member of staff, and will be reviewed annually. | |
| **A 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; * 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:  1. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary 2. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions 3. select appropriate learning resources and develop study skills through library, I.C.T. 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; | |
| **B MONITORING, ASSESSMENT, RECORDING, 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. | |
| **C OTHER PROFESSIONAL REQUIREMENTS:**   * have a working knowledge of teachers' professional duties and legal liabilities; * operate at all times 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 for 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. | |
| **D SUBJECT LEADERSHIP:**   * leading a subject/aspect throughout the school; liaising with relevant team leaders and other members of staff, ensuring good continuity, progression and opportunities for assessing the achievement of pupils throughout their development in the subject; * creating and updating annually an action plan indicating key priorities for development in line with school improvement and evaluation activities; * attending relevant courses and meetings and disseminating information to staff members; developing or modifying existing practice to improve the delivery of the subject; * providing opportunities to promote the subject in a variety of different ways (e.g.: subject development in line with the key skills, publicly, organising displays etc); liaising with and reporting to external experts (inspectors, advisors etc) assisting in any way which will develop the profile of the subject; * keeping all relevant information for all internal / external monitoring purposes**.** | |
| **This post will be subject to an enhanced disclosure from the DBS** | |

*This job description is not an exhaustive document. It is a reflection of the duties and responsibilities applicable at the time of issue. Details and emphasis are subject to amendment and revision in the light of the changing needs of South Pennine Academies.*

**PERSON SPECIFICATION - CLASS TEACHER**

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|  | **CRITERIA** | **HOW ASSESSED** |
| **Education and Qualification** | * Qualified Teacher Status * Degree * Evidence of recent professional development | * Application form * Supporting letter * Interview |
| **Teaching and Learning** | * recent experience of teaching the primary age range and key stage 1 experience essential. * strong phonic knowledge and the ability to use and apply effective techniques in developing pupils phonic skills * the ability to use and apply effective assessment techniques * knowledge of, and the ability to use, comparative data together with information about pupils’ prior attainment to establish benchmarks and set targets for improvement * ability to deploy a range of strategies for raising pupils’ achievement * ability to develop effective partnerships with parents * ability to deploy a range of strategies which impact on raising standards through effective learning and teaching * ability and willingness to assist in school improvement planning and self evaluation * ability and confidence to use ICT effectively for management and to positively impact on teaching and learning | * Application form * Supporting letter * Interview |
| **Skills and Abilities** | The ability to:   * set high expectations and standards as a role model for pupils * develop productive working relationships at all levels * inspire and motivate pupils and staff * work as part of a team * when appropriate, plan and deliver relevant training/share good practice * seek advice and support where necessary * communicate and work effectively with all stakeholders and the wider community * prioritise, plan and organise specific tasks * sustain their successful teaching * think creatively * anticipate and solve problems * listen to, and understand the views of others * communicate effectively, orally and in writing (including the ability to use ICT), to a range of audiences * consult and negotiate to achieve specific objectives * contribute to meetings where appropriate * maintain good communication systems with the Head, Senior Leadership Team, other staff, Governors and parents | * Letter * Interview |
| **Work Circumstances and Personal Qualities** | * ability to prioritise and manage own time effectively * ability to work consistently to deadlines, setting and achieving challenging but realistic goals * ability to accept guidance and support and take responsibility for own professional development * Show a commitment to meet all the demands of the job, in line with current terms and conditions of employment * show commitment to educational inclusion * show a commitment to and an understanding of the diverse and multi-cultural nature of the school and community | * Interview |

DESIRABLE:

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| **Leadership and Management** | * ability to construct an annual action plan which is effective in developing a subject/aspect and identifies strategies for raising the achievement of pupils * ability undertake subject/aspect audit and review. | * Supporting letter * Interview |