

The Shared Learning Trust

THE LINDEN ACADEMY

Year 2 Class Teacher (Maternity Cover)

Are you a Key Stage 1 Teacher interested in working 4 days a week?

Want to be a part of a successful Academy who are genuinely passionate about their students?

Would you like to work alongside genuinely lovely colleagues in an Ofsted rated 'GOOD' School?

If you answered yes to these questions, The Linden Academy would love to hear from you!

Due to one of our lovely ladies going on Maternity Leave, The Linden Academy are currently recruiting for an enthusiastic, reliable and hardworking Year 2 Teacher to join our dynamic Academy. Here at The Linden Academy, we are passionate about inspiring young minds and relish the opportunity to make a positive impact on our students' lives and how they view education. When you are working to educate children, you can see the positive effects on a daily basis – little things like helping a child overcome a problem or understand a difficult concept is highly rewarding and we are looking for someone who takes enjoyment in these things as we do.

The successful candidate will:

- Hold Qualified Teaching Status
- Be able to demonstrate experience of teaching in Key Stage 1
- Be passionate and have a proven success of working with children
- Have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students
- Be good communicators and should be able to engage effectively
- Be a newly qualified or experienced teacher who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners

Job Specifics:

- **Start Date:** February 2018
- **Salary:** Main Pay Scale
- **Job Role:** Fixed Term Contract, Part Time - 0.8 FTE

Why work for The Linden Academy:

- Linden Academy was previously a fee-paying independent school under the name Moorlands, since converting to 'The Linden Academy' the school has very much kept their traditional values but applied them into a modern context
- Lovely small class sizes with 18-24 maximum per class with fantastic resources
- £30 million state of the art modern facilities in an Ofsted rated 'Good' school
- Join a lovely close-knit team of teachers and SLT that are genuinely here to support you and want to see you succeed
- Brilliant CPD opportunities if you wish to improve and develop

Here's what Ofsted have to say: *"The Principal is passionate about making sure that every pupil achieves their best while at the school. She gives outstanding leadership to the school and has built a good team of leaders to support school improvement. Pupils enjoy coming to school and are keen to learn. As a result, attendance is high. They behave well in most lessons, and are careful and considerate of each other".*

Teacher Testimonial: *"What first attracted me to The Linden Academy was its ethos. All members of staff were extremely welcoming and I loved the rapport between the staff as well as the relationships they had created with the children. Staff were passionate about the children's learning and progress, not just academically but personally. It was something I wanted to be a part of. During my time here, I have developed both professionally and personally. I started my employment as a timid graduate with little confidence of standing in front of a whole class. With great support and guidance, I have progressed from a Teaching Assistant to Class Teacher. Our Senior Leadership Team have greatly supported and built my confidence and ability in becoming a teacher. They have always been approachable and understanding with a genuine care for their staff's wellbeing. Staff across the school continue to support each other in any way they can to make sure we are promoting learning and progress to the highest standard for our pupils. It's a great community to be a part of."* – **Jessica Day**

If you are interested in this job opportunity, please do apply today – we look forward to hearing from you!

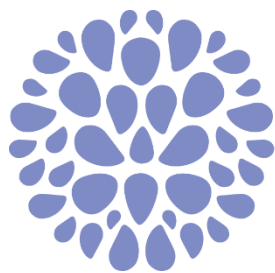
'We believe in the safeguarding and welfare of children and expect **all** staff to share this view'. The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

HOW TO APPLY

Closing Date: Friday 1st December at 12pm **Interviews:** W/C Monday 4th December

Due to the start date of this role, we would like to interview and appoint quickly so please be aware that you may be called in for interview at short notice.

Please read the information in this pack. If you decide to apply, please apply online via our career site on www.thesharedlearningtrust.careers.eteach.com



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THE LINDEN
ACADEMY

INFORMATION FOR APPLICANTS:
Year 2 Class Teacher



WELCOME TO THE SHARED LEARNING TRUST FROM THE CHIEF EXECUTIVE, CATHY BARR



The Shared Learning Trust has appointed Cathy Barr as its new Chief Executive Officer. Cathy is already part of the Shared Learning Trust's family of schools, having been Principal of the Stockwood Park Academy in Luton for the last five years. The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire: Stockwood Park Academy, the Chalk Hills Academy, the Linden Academy and the Vale Academy. Cathy grew up locally, in Harpenden, and went to school in St Albans. She has almost 25 years' teaching experience under her belt, qualifying in 1993 and joining the team at Stockwood Park (then the Barnfield South Academy) in 2009.

Cathy said of her appointment: "I am thrilled to have been appointed CEO of the Shared Learning Trust. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of two to 18, gets the best possible care and education in our academies."

- We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

WELCOME TO THE LINDEN ACADEMY FROM THE HEAD OF SCHOOL, LESLEY WHITTLE



Welcome to The Linden Academy! Thank you for taking the time to read this document and for showing an interest in our school.

At The Linden Academy, we are united in working towards one common aim: to provide Luton children with the best quality education we can.

We believe that this journey starts with our talented staff. That is why we pride ourselves on creating a close, supportive team where every teacher is able to excel.

Boasting small class sizes (18-24 max per class), a 34-week term (rather than 39-week term), close-knit team, state of the art facilities building from September 2016 and wonderful children, we believe that The Linden is the place to be.

Why not arrange a visit so you can see for yourself?

Look forward to meeting you soon!

Lesley Whittle

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire:

- The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
- The Vale Academy, Dunstable, age 4-13, judged 'Good' by Ofsted
- The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
- The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
- The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.



VISION & VALUES – ‘Strive, Achieve, Believe’

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

ABOUT THE LINDEN ACADEMY

Converting to Free School status in 2012, Moorlands Free School was previously a fee-paying independent school. Now welcoming children from across the whole of Luton under the name 'The Linden Academy', we are an Ofsted rated 'Good' school. Many of the traditions and values of the previous preparatory school remain as we believe in traditional values in a modern context.

Our curriculum is bespoke to our children and our aim is for both teaching and learning to be exciting, relevant and enjoyable. With a healthy emphasis on the core curriculum and a commitment to learning through modern technologies, TLA children receive a broad and balanced education. A strong element of this is also our care for the children; small class sizes and highly trained staff ensure that our children are safe, happy and healthy throughout their time with us.

In 2016 we finally relocated to our new, purpose built building located in South Luton (next to Venue 360) and will expand to 504 pupils over the coming 2 years – enabling us to further enrich our curriculum offer and to serve even more Luton children and their families.

This is such an exciting time for the school and there is no better time to join us!





Leadership and Management: 'GOOD'

- The Principal is passionate about making sure that every pupil achieves their best while at the school. She gives outstanding leadership to the school and has built a good team of leaders to support school improvement. Most parents and carers confirm that the school responds to any concerns they raise, believe the school is well led and managed, and would recommend it to others. They say the Principal is very approachable and is always on hand every morning to meet the children and listen to any points parents and carers wish to make.

Behaviour and Safety of Students: 'GOOD'

- Pupils enjoy coming to school and are keen to learn. As a result, attendance is high. They behave well in most lessons, and are careful and considerate of each other. They move sensibly and quietly from one lesson to another. They understand the school's house system, and value the stickers and house points they can earn for good behaviour as well as good work.

Quality of Teaching: 'GOOD'

- In the best teaching, tasks are interesting and challenging, and pupils understand exactly what the teacher would like them to achieve by the end of the lesson. As a result, pupils work with great concentration and commitment, and produce a good quantity of neat and carefully thought-out work. They are able to challenge themselves to do their best because the teacher explains what they must do to be successful in their learning. Pupils discuss their ideas with each other and are fully involved in thinking deeply about the teachers' questions.

Achievement of Pupils: 'GOOD'

- Most children start in the Reception classes with skills and experiences that are broadly as expected for their age. They make good progress and by the time they begin Year 1, proportion attaining the expected levels has increased. Pupils in Key Stage 1 continue to make good progress. Evidence from lesson observations and from looking at books in Year 6 shows that pupils are working above levels. They make good progress from their starting points.

CPD and Training: Our Teaching Trust - We invest in you!

All four Academies at The Shared Learning Trust are a part of our Teaching Trust. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer 'The National Award for Middle Leaders', 'The Outstanding Teacher Programme', 'The Improving Teacher Programme' and 'The National Professional Qualification for Senior Leadership'. As Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career. If there isn't a current opportunity at The Linden Academy for promotion, there will be opportunities to move to one of our partner Academies.



JOB DESCRIPTION

Title: Class Teacher

Responsible to: Headteacher

Grade: MPS

PURPOSE OF POST:

The appointed candidates will be able to demonstrate experience of teaching in either Key Stage 1 or Key Stage 2. We are looking for candidates with a passion and proven success of working with children.

Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils

PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

PLAN AND TEACH WELL STRUCTURED LESSONS

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
-

MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Communicate effectively with parents with regard to pupils' achievements and well-being
- This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Headteacher to undertake any other duties commensurate with this role

CONTEXT

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

PERSON SPECIFICATION

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
Professional: <ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Additional professional qualifications
Experience: <ul style="list-style-type: none"> • Experience of teaching across the Primary age group 	<ul style="list-style-type: none"> • Experience teaching Key Stage 1
Skills, Knowledge & Aptitude: <ul style="list-style-type: none"> • Ability to teach English and Maths across the Primary age range • Ability to teach the range of foundations subjects • Ability to create a stimulating learning environment • An understanding of the role of assessment in teaching and learning • Willingness to involve parents in their child's learning • Ability to manage appropriately children's behaviour. • Ability to teach in a fully inclusive environment • An ability to plan coherently and seek further opportunities to enhance the curriculum • A sound Knowledge of National Curriculum at Key Stage 1 	
Personal: <ul style="list-style-type: none"> • Well organised and efficient • Ability to work on own initiative • Ability to work as part of a team within a busy environment • Excellent verbal and written skills • Good sense of humour • Enthusiastic with a positive approach to new ideas and developments • Flexible to meet the changing needs of the school • Drive and enthusiasm to support change in the future development of the school 	