



Astrea Academy Trust Supernova Teachers

Recruitment Pack



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Welcome Letter

Dear Candidate,

Thank you for your interest in this role as a Supernova Teacher within the Astrea Academy Trust. Our Supernova teachers will work across our family of schools covering absence of staff internally. You will be placed in a 'home' school as a supernumerary member of staff and will be required, when needed, to liaise with our Supernova Support Manager to cover lessons in other schools. Travel expenses will be covered and you will be given full professional development and support.

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 18 academies based across South Yorkshire and Cambridgeshire. 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.

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. I do hope that you are interested in this exciting new role within the Trust and would be delighted to receive your application.

Libby Nicholas

Chief Executive, Astrea Academy Trust





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.

Our approach is to ensure school improvement – including the successful improvements that have been achieved so far in many of our academies that have joined the Trust as sponsored academies.

Astrea benefits from the involvement of leading educationalists, including 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, school 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. **#Reachthestars**

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:

- ★ Byron Wood Academy, Sheffield
- ★ Carrfield Primary Academy, Rotherham
- ★ Castle Academy, Doncaster
- ★ Cottenham Village College, Cambridgeshire
- ★ Denaby Main Primary Academy, Doncaster
- ★ Edenthorpe Hall Academy, Edenthorpe
- ★ Gooseacre Primary Academy, Rotherham
- ★ Greengate Lane Academy, Sheffield
- ★ Hartley Brook Primary Academy, Sheffield
- ★ Hatfield Primary Academy, Sheffield
- ★ Hexthorpe Primary Academy, Doncaster
- ★ Highgate Primary Academy, Rotherham
- ★ Hillside Academy, Doncaster
- ★ Kingfisher Primary Academy, Doncaster
- ★ Lower Meadow Primary Academy, Sheffield
- ★ Netherwood Academy, Barnsley
- ★ The Centre School, Cambridgeshire
- ★ The Hill Primary Academy, Rotherham



Job Description

Position: Astrea Supernova Teachers

Salary Range: Competitive

Reporting to: Supernova Support Manager

Location of this position: South Yorkshire

Purpose of this role: To provide supply teaching provision in a flexible way across the South Yorkshire region.

Astrea Academy Trust is in an exciting period of growth and development. To support our ambitions, we seek teachers both qualified and unqualified who have high aspirations for the children and communities we serve. These are exciting new roles to establish a pool of Astrea Supernova Teachers (ASTs) who can work as our internal supply staff across our academies, enabling Astrea to achieve consistency and excellence in practice even when teachers are absent or training. This opportunity will enable the successful candidates to work in a unique, effective and flexible way across the South Yorkshire region. AST's will be deployed in the event of capacity requirements at any of these academies with an expectation to react quickly to the needs of the Trust.

By working in a flexible way the post holder will be available to work across the South Yorkshire region (Doncaster, Barnsley, Sheffield) throughout both primary and secondary phases. Teachers will be deployed to focus excellent teaching practices in academies where support is required in the events of Teacher training, absence, and maternity/paternity cover.

The duties outlined within this job description are in addition to those covered by the Astrea and National Teacher standards.

Main Responsibilities

- 1. Set high expectations which inspire, motivate and challenge all pupils**
 - 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
 - 1.2 Demonstrate consistently the positive attitudes, values and behaviour which are expected of all pupils.
- 2. Work in a truly flexible way, reacting to Trust needs**
 - 2.1 Apply all requirements of the role across the South Yorkshire region.
 - 2.2 Work in a truly unique way, allowing the needs of the Trust to react to gaps in a positive way, often at short notice.
 - 2.3 Demonstrate the characteristics needed in such a unique role: Positive reaction to change, the ability to react effectively at short notice.
 - 2.4 Be prepared to travel across the South Yorkshire region often at short notice.
 - 2.5 Work closely and take direction from Senior Leaders within the central team and at academy level.
 - 2.6 The ability to build effective relationships quickly is essential at all levels of the organisation.



3. Promote good progress and outcomes by all pupils

- 3.1 Promote high standards of attainment, progress and outcomes for all pupils
- 3.2 Guide pupils to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- 3.3 Encourage pupils to take a responsible and conscientious attitude to their own work and study

4. Adapt teaching to respond to the strengths and needs of all pupils

- 4.1 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and implement strategies to overcome these
- 4.2 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning to support pupils' education at different stages of development

5. Make accurate and productive use of assessment

- 5.1 Make accurate and productive use of assessment in line with the expectations of the academies
- 5.2 Make effective use of a range of assessment for learning techniques to measure progress in lessons

6. Manage behaviour effectively to ensure a good and safe learning environment

- 6.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around all the academies, in accordance with behaviour policy's
- 6.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 6.3 Manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them
- 6.4 Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

7. Fulfil wider professional responsibilities

- 7.1 Make a positive contribution to the wider life and ethos of the Trust
- 7.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 7.3 Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues

Personal and Professional Conduct

- Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academies in line with the trust and academy's policies



- Has professional regard for and actively promote the ethos, policies and practices of the trust and maintain high standards in own dress, attendance and punctuality
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities, as well as the Astrea teaching standards.

Values

- Makes the education of pupils within our academies the main purpose of the role of the teacher
- Accepts accountability for achieving the highest possible standards in their own work and conduct and to be able to be self-critical and reflective
- Acts with honesty and integrity at all times
- Is able to forge positive professional relationships

Safeguarding/Child Protection

- Understands, accepts and follows the academies Safeguarding / Child Protection procedures in order to protect the safety of all children and vulnerable adults.
- To report matters of concern in line with the academy's procedure

Confidentiality

- To ensure confidentiality of all activities is maintained in order to protect the integrity of the organisation and its stakeholders
- To comply with the relevant electronic communication, safety and confidentiality updates

Self-Development

- To continually seek development opportunities in order to improve personal performance
- Comply with and actively take part in the trust's performance management cycle

Communication

- Understands own responsibility to be up to date with the trust and academy communications.

Flexibility

- To carry out such other duties as may reasonably be required from time to time to meet the evolving needs of the academies at the direction of the designated manager/management team



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.

<u>Key Areas</u>	Desirable	Essential
(i) Professional experience		
<ul style="list-style-type: none"> Qualified Teacher Status 	X	
<ul style="list-style-type: none"> Evidence of participation in professional development or study 	X	
<ul style="list-style-type: none"> Successful teaching experience or evidence of successful completion of initial teacher training 	X	
<ul style="list-style-type: none"> Working in a socially and culturally diverse school community 	X	
<ul style="list-style-type: none"> Knowledge of the National Curriculum requirements 	X	
<ul style="list-style-type: none"> Understands and is familiar with teaching and learning strategies 	X	
(ii) Flexibility, and ability to react to demands of the trust at short notice		
The ability to be flexible in working locations throughout the region		X
The ability to react quickly to changes in daily routine		X
The ability to build effective relationships often with short notice.		X
Working in different academies with different contextual issues and having the ability to react effectively whilst still underpinning the core values of Astrea.		X
(ii) Ability to work within a professional team and to develop and promote the school's ethos and values within both the Primary and Secondary Phases		
<ul style="list-style-type: none"> Teaching to a high standard 	X	
<ul style="list-style-type: none"> Relates to and motivates pupils 		X
<ul style="list-style-type: none"> Works well within and contributes to team development 	X	



(v) Personal Qualities		
• Be enthusiastic and determined		X
• Able to work under pressure and recognise and manage stress		X
• Demonstrate, sensitivity and tact		X
• Commitment to ongoing and professional development		X
• To be highly organised	X	
• Understands and values the processes of planning monitoring and evaluation as an aid to raising standards	X	
• Good classroom management	X	
• Evidence of a commitment to an equal opportunities policy both in service employment		X
(iii) Ability to Communicate Clearly		
• Good written and oral communication skills	X	
• Good presentational and ICT skills	X	
• Clear and effective in meetings and one-to-one discussions	X	



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'

Safeguarding Children and Safer Recruitment in Education DfES 2007

The Trust pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. 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 <http://Astrea.org.uk/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 the Application Form which is available together with this document

Please send your completed Application Form to

Name: Ingrid Chambers

Position: HR Assistant

Contact: ingrid.chambers@astreaacademytrust.org

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.