



Diocese of Salisbury
Academy Trust

'Beyond expectations for all of God's children'

Working for the Diocese of Salisbury Academy Trust



**Welcome to the Diocese of Salisbury Academy Trust (DSAT)
and thank you for your interest in working with us. The Trust is based at the
Diocesan Education Centre in the historic village of Wilton, located three miles
to the West of the mediaeval city of Salisbury.**

In this pack we have enclosed some interesting and useful information about the Trust, which works with nine academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at www.dsat.org.uk. We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

This recruitment pack includes:

DSAT Vision and Values

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

Job Advert and how to apply

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

Job Description and Person Specification

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

Application Form

To apply for the role you are required to complete an application form and return this to the academy or the Trust HR department (please read the instructions carefully) before the closing date. We do appreciate the time taken to complete the application form. Unfortunately CVs will not be accepted.

Equal Opportunities Monitoring Form

We are committed to equality in the workplace and supporting the development of all our employees.

Living and working in our Diocese

We have aimed to capture a brief overview of the rich social and cultural diversity across our beautiful area.





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Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

Children at the heart of all we do

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

Faithfulness to our Christian tradition

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

Striving for excellence

We love learning and are passionate about the high standards we can achieve in all aspects of life.

Collaboration

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

Celebrating success

We celebrate the achievements of every individual and share our successes widely.



'I can do everything through Christ, who gives me strength'



Background to DSAT

The [Diocese of Salisbury Academy Trust \(DSAT\)](#) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. At the start of the academic year 2015-16, the Trust has seven academies, six sponsored and one through voluntary conversion. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The [Salisbury Diocesan Board of Education \(SDBE\)](#), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board, or Council as it was called then, was formed to support their work and to promote new schools. The Diocese today extends over 2000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. We work across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in our care. We are open to both church and non-church affiliated schools across the region.

Job Advert

Job Title	Teacher (KS1)
Academy Name	St Andrew's CE Primary School
Location	Weymouth, Dorset
Hours	Full Time
Contract Type	Permanent
Salary	MPS
Pension	Teachers Pension or Local Government Pension Scheme
Child Care Vouchers	Available upon request
Contact	Sarah Patterson
Closing Date	Midday Wednesday 15 th November
Start Date	January 2018

How to Apply

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give us a call on 01305 832346 and we will be happy to help you with as much detail as possible to support this process. We encourage visits to our academies and conversations with our Headteachers and these can be arranged between yourself and the school.

When you have enough information to make your decision to apply, please complete all sections of the application form and return via hand or post to St Andrew's CE Primary School, Littlemoor Road, Weymouth, Dorset DT3 6AA or via email to office@standrews.dsat.org.uk by midday on **Wednesday 15th November** 2017.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Further details about the interview process will be emailed to the candidates in good time.

Job Description

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

Job Title: Teacher	Grade: M1-6
Reports To: Headteacher	Salary Range: £22,917 - £33,824
Main Duties:	
1.	<p>Planning, Teaching and Class Management</p> <p>To teach allocated pupils by planning their teaching to achieve progression of learning through:</p> <ul style="list-style-type: none"> • 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; • work in accordance with school policies, providing excellent moral, social, spiritual and cultural role models; • put the needs of the school's pupils first and actively promote and enthusiasm to learn; • actively promote environmental sustainability; • use a variety of teaching methods to: • match approach to content, structure information, present a set of key ideas and use appropriate vocabulary; • use effective questioning, listen carefully to pupils, give attention to errors and misconceptions; • select appropriate learning resources and develop study skills through library, ICT 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. • To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum. • take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies, and particularly the foundations for literacy and numeracy; • encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively; • use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning; • manage parents and other adults in the classroom.

2.	<p>Monitoring, Assessment, Recording, Reporting</p> <p>To:</p> <ul style="list-style-type: none"> • 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.
3.	<p>Other Professional Requirements</p> <p>To:</p> <ul style="list-style-type: none"> • have attained the National Standards for Qualified Teacher Status; • enhance and update their teaching skills through continuing professional development; • 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 co-ordinate 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.
4.	To fully comply with the Trust's safeguarding policy.
5.	This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Person Specification

Key criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Have qualified teacher status. • Proven experience of teaching in KS1. • Use of ICT to support teaching and learning. 	<ul style="list-style-type: none"> • Experience of teaching in EYFS
Knowledge & Understanding	<ul style="list-style-type: none"> • A secure knowledge of KS1. • A secure knowledge and understanding of the teaching of phonics • Ability to plan and deliver stimulating lessons. • Have an understanding of how to use assessment for learning. • Be able to keep detailed records and monitor children's progress. • Be able to use a variety of behaviour management strategies. • Have an understanding of SEND • Keep up to date with current initiatives. 	<ul style="list-style-type: none"> • Evidence of recent and relevant professional development.
Skills and Abilities	<ul style="list-style-type: none"> • Be an excellent teacher. • Ability to differentiate for individuals. • Have an understanding of learning styles and child development. • Be able to work as part of a team. • Have the ability to lead curriculum subjects. 	<ul style="list-style-type: none"> • Use data to inform school target setting. • Experience of leading a curriculum area in school. •
Working with others	<ul style="list-style-type: none"> • Be able to build positive relationships with children and adults. • Be a role model to staff, children and the community. • Liaise with and report to parents, governors and outside agencies. 	<ul style="list-style-type: none"> • Show experience of working alongside others.
Personal Attributes	<ul style="list-style-type: none"> • Organised. • Flexible. • Enthusiastic. • Committed. • Self motivated • Excellent communication and interpersonal skills. • Show initiative • Resilient • Be reflective on own practice. • Have a desire to engage in own professional development. • Good sense of humour! 	



Living and Working in Dorset

Dorset has such a varied range of great attractions there is certainly something to suit every taste. Dorset boasts some of the finest stately homes and gardens in the country and has a rich heritage with some stunning castles and forts that will transport you back to years gone by. For history buffs Dorset is a must. Home to some of the most intriguing museums, with collections from war time history, to the wonders of Dorset's Jurassic Coast. Not forgetting the younger members of the family, Dorset has some fabulous family attractions to entertain. From children's farms to steam trains and activity centres to high wire adventures, the children will be more than happy.

If you are after clear air, sweeping cliff walks, breathtaking views and snug little towns brimming with restaurants and shops to explore, Dorset is for you! Dorset is as multi-layered as the famous fossil flecked cliffs along its Jurassic Coast - a stunning stretch of shoreline that has been designated a Natural World Heritage Site by UNESCO due to its outstanding geological make-up. The charming countryside Dorset has to offer has been designated as an Area of Outstanding Natural Beauty and it is easy to see why.

There is more to Dorset than just fabulous scenery and magnificent coast - the history of this county is rich and vivid. How many areas do you know that can boast a huge naked chalk giant, England's first Natural World Heritage Site and Maiden Castle, the largest hillfort in Europe!!

All over Dorset there are charming market towns and tiny villages tucked into tranquil rurality. Each town has its own individuality, character and history to relate.

It is no wonder that the area has captivated film and TV makers from all over the world. Productions of all kinds have been filmed on location here, with Dorset's unspoilt countryside, dramatic coastline and spectacular historic houses and gardens being used as a backdrop to the action.

Dorset is also renowned for its year round events calendar holding some rather famous international festivals such as the Great Steam Fair and the Chalke Valley History Festival, that help to enhance its glowing reputation as a fantastic destination. From small local community events in some of Dorset's beautiful towns and villages, to large-scale festivals and seasonal events with turnouts in the thousands. If music and the arts are more your thing then keep your eye out for acts performing at Dorset festivals and concerts.

<http://www.visit-dorset.com/>