**Key Stage 2 Class Teacher**

**Application Pack**

Location: The Robert Fitzroy Academy, 80 Brampton Road, Croydon CR0 6JN

**REAch2 Registered address:**

REAch2 Academy Trust

Scientia Academy

Mona Road

Burton Upon Trent

Staffordshire

DE13 0UF

[www.reach2.org](http://www.reach2.org)

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**Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust**

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. 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 schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and 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.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

**The application process and timetable**

You are invited to submit an application form, which is available together with this document.

**Closing date for applications** – Thursday 18th January 2018 12pm

**Interviews** – Tuesday 30th January 2018

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

If you would like to arrange a visit **or** attend our open morning on Saturday 13th January please telephone the main school office on 0208 662 9700 or email:

admin@robertfitzroyacademy.com

Completed application forms, personal statements and Equal Opportunities Monitoring forms should be sent to:

Mrs D Tapson

The Office Manager

The Robert Fitzroy Academy

80 Brampton Road

Croydon

CR0 6JN

Or email to: [admin@robertfitzroyacademy.com](mailto:admin@robertfitzroyacademy.com)

A signed copy of your application form will be required.

**Background on REAch2**

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Our Regions**

* West Midlands covering - Staffordshire, Warwickshire, Birmingham and Telford
* East Anglia covering – North East Essex and Suffolk
* South Central covering - Croydon, Bexley, Kent and Sussex
* North Central covering – Essex, Reading, Hertfordshire, London

**Our cornerstones and touchstones**

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

* **Learning**: children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
* **Leadership**: we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
* **Enjoyment**: children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
* **Inspiration**: inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
* **Inclusion**: we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
* **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
* **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately

and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org**

**Job Description**

**Post:** Key Stage 2 Classroom Teacher (year 5) with Leadership Possibilities

**Salary:** MPS/UPR/Lead Practitioner scale (L1-10 for outstanding candidates) negotiable dependent on experience (outer London)

**Responsible to:** Head of School

**Job Purpose**

**Main Responsibilities**

* To carry out all the professional duties of a teacher as set out in the current School Teachers’ Pay and Conditions document
* To continue to meet the required Standards for Qualified Teacher Status
* To teach pupils in the age range 4 – 11 and take responsibility for a FS, KS1 or KS2 class as directed by the head teacher having due regard to statutory frameworks and school policies
* To provide an effective, stimulating and well organised classroom and be an enthusiastic teacher, whose classroom practice demonstrates ability to help children achieve success
* To take a lead role in the development of one area of the school (for suitable, experienced applicants)

**Teaching, learning and assessment**

* Be an effective and professional class teacher by demonstrating good practice in:

1. planning for effective learning by using clear learning goals and activities appropriate to the subject matter and the children being taught
2. providing clear structures for lessons, and for sequences of lessons, which ensure progression, pace and challenge
3. assessing and recording children’s progress systematically with reference to the school’s agreed practice and use this to inform planning
4. marking and monitoring work, providing effective feedback and setting targets for future progress
5. using teaching methods which sustain the momentum of children’s work and keep all children engaged maintaining a purposeful working atmosphere
6. setting high expectations for children’s behaviour, establishing and maintaining a good standard of discipline
7. establishing a safe environment where respect and positive relationships flourish
8. creating a stimulating and interesting classroom where curiosity, questioning and exploration are encouraged
9. creating opportunities for co-operative working and for developing independence
10. make appropriate educational provision for children with SEND, Gifted and those learning with EAL, with support from the SENDCO
11. providing regular differentiated homework linked to class work

* Implement and keep records of individual progress on learning or behaviour targets for pupils at the school action stage and above of the SEND Code of Practice
* Provide for the spiritual, moral, cultural, emotional and physical welfare of children in the school and especially in your class
* Select and make use of ICT skills for classroom and management support
* Be sensitive to issues relating to cultural considerations and equal opportunities and to ensure that appropriate action is taken to reduce and remove any inequalities that are identified
* To take responsibility for other adults in the classroom ensuring they are effectively used to support the children’s learning
* Undertake any other reasonable and relevant duties in accordance with the changing needs of the school
* Work closely with colleagues to undertake medium and short term planning and the implementation of agreed Schemes of Work
* Ensure Health and Safety policies and practices including risk assessments, are implemented where appropriate

**Knowledge**

* Have a secure knowledge of primary subjects and the relevant statutory and non-statutory curricula frameworks across the school
* Promote your subject across the school and begin to prepare for teaching and learning responsibilities
* Be familiar with and carry out all agreed school policies as an effective team member.
* Be familiar with the Code of Practice and identification, assessment and support of children with special educational needs
* Act at all times in accordance with national, local and school Health and Safety and Child Protection Policies and guidelines
* Support the aims and the ethos of the school by setting high standards

**Communication and working with others**

* To ensure that each child, regardless of ability, race, sex, religion or background has a positive self-image and is aware of being valued
* To recognise and respect the contributions of parents and carers in their children’s well-being, learning and the life of the school
* Communicate effectively with parents on the progress and welfare of their children as appropriate e.g. informal discussions, Parents’ Evenings, report writing, SEN reviews etc.
* To attend and fully participate in staff meetings and discussions
* Establish and maintain effective working relationships with colleagues
* Demonstrate a commitment to collaboration and co-operative working
* Foster good relationships between the school and the wider community
* To lead and manage CPD in area of responsibility (for those seeking leadership role)

**Professional Development**

Develop in a professional capacity by:

* Evaluating your performance and show a commitment to improving your practice through professional development
* Participating in the Academy’s appraisal system (not applicable to NQT)
* Acting upon advice and feedback and be open to coaching and mentoring

**Other duties and responsibilities**

* To carry out any other such duties, which may be, required from time to time in order to meet the changing needs of the school
* Lead when appropriate
* Support the implementation of the School Improvement Plan
* Be willing to offer extra-curricular activities
* Liaise with the Monitoring Governors as necessary
* Other duties to be agreed following discussion with the Leadership Team

**And specifically for a Lead Practitioner role:**

With the support of the Senior Leadership Team, take a leading role in improving the standards of teaching and learning, ensuring these are consistently high. This will involve:

* working closely with teaching practitioners across the school (and potentially in other schools in the region) with the aim of raising student achievement at all levels
* Contributing to whole school staff development. This could involve running twilight sessions and contributing to whole school training
* Working with staff throughout the school, putting together coaching/mentoring programmes so that all have the potential to be judged as good or outstanding practitioners

**Person Specification**

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be short listed and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements. Those categories marked ‘S’ will be used especially for the purposes of short listing.

|  |  |
| --- | --- |
| **Job related knowledge/aptitude/skills:**  **(SHORTLISTING CRITERIA Marked ‘S’)** | |
| **Education & Training** |  |
| Qualified Teacher Status, DfE number and satisfactory DBS check | **S** |
| Recent and relevant attendance on training and/or professional development | **S** |
| **Knowledge & Understanding** |  |
| An understanding of current research into teaching and learning | **S** |
| Up to date knowledge of the Primary National Curriculum | **S** |
| An understanding of the target setting process | **S** |
| Understanding of home school liaison links | **D** |
| A subject specialism | **D** |
| **Experience** |  |
| Proven, recent and relevant experience of teaching primary aged children (within 3-11 years) in a mainstream school setting. | **S** |
| Effective and active communication with parents | **S** |
| Experience of developing links outside the school community | **D** |
| **Skills** |  |
| a) Knowledge of the range of teaching and learning strategies that most effectively contribute towards raising achievement, promoting good behaviour and developing self-esteem in all children in a diverse and inclusive classroom  b) Ability to implement these strategies effectively and consistently | **S** |
| Ability to communicate effectively orally and in writing | **S** |
| Ability and commitment to implement the school’s ethos, acting as a positive role model for pupils | **S** |
| **Personal Qualities** |  |
| Demonstrate a positive attitude to learning and a commitment to in-service training and personal development | **S** |
| Reliability and conscientiousness | **S** |
| Flexibility and ability to cope with change | **S** |
| Creative ideas and support for the development of the school | **D** |
| **Circumstances** |  |
| This post is exempt from the Rehabilitation of the Offenders Act. Any criminal convictions will need to be declared if you are appointed |  |
| **Equal Opportunities** |  |
| A commitment to implement the schools equal opportunity policy | **S** |
| Demonstrate a clear understanding of equal opportunities issues as they affect pupils and their families | **S** |

**RFA is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. An Enhanced DBS disclosure check is required for this post.**