



## CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better

Dear candidate,

Welcome to Ashingdon Primary Academy and thank you for your interest in our school. Ashingdon village is a small rural community, easily reached from Southend, Hockley and Rayleigh.

Our creative staff love teaching and we are looking for a future member of our team who can develop that sense of awe and wonder in children. The children at our school are happy, confident, fun-loving and energetic. They are passionate about their learning, be it in the classroom or through arts and sports opportunities provided by our extensive grounds and in the local community. We are looking for someone who can embrace these aspects of the curriculum as well as English and Maths.

Leadership at our school is forward thinking - and the well-being and work-life balance of our staff is very important. Our aim is for every child to receive the teaching and support needed to make maximum progress from their starting point, while having fun and developing independence and resilience on their learning journey.

We welcome visitors and hope that you will come and see for yourself the warm community of teaching staff, pupils and parents at Ashingdon Primary Academy, which make us the school of choice in our local area.

Thank you for your interest in our school and we look forward to meeting you.

Yours faithfully

The Talent Team

## **Ashingdon Primary Academy**

We have approximately 200 children on roll and provide places for pupils from Reception to Year 6. Pupils join us mainly from the villages of Ashingdon and South Fambridge, as well as from parts of Canewdon, Hockley, Rochford and Hullbridge.

We are lucky enough to be set on a large, attractive site in open, green-belt countryside. The accommodation is made up of 10 well-equipped classrooms, each with their own interactive whiteboard. We also have a beautifully-resourced library, a large hall, an ICT suite, and various learning support areas for working with small groups of children.

Recently, one relocatable classroom has been transformed into a food technology area where the children are able to cook in small groups with an adult. Outside, the academy has a spacious playground, and a large playing field, as well as a very popular Jungle Gym and Trim Trail. On our field we have several pagodas, where older children are able to eat their packed lunches when the weather is fine. There is a separate Early Years Garden, where the Reception children learn and play during their first year at the academy. We also have our very own swimming pool. Our Environmental Area provides a quiet area at break time and includes an Outdoor Classroom which can be used during class time or break time.

There are three Key Stages within the academy:

- Foundation Stage - Reception
- Key Stage 1 (KS1) - Years 1 and 2
- Key Stage 2 (KS2) - Years 3 to 6

All children now start Reception in the September of the academy year in which they will be 5, and leave us at the end of the academy year in which they will become 11. At this stage our pupils will move onto the local Secondary academies/schools in Hockley (Greensward Academy) or Rochford (King Edmund's School). Some occasionally go on to the selective Grammar Schools in Southend.

## **Ethos**

At our academy we have high expectations for all children and a commitment to ensuring all children achieve high standards.

We aim to deliver the highest standards of teaching and learning, through a culture of collaboration, change for continuous improvement and recognition of achievement for all.

## **Values**

- Praise and recognition for the achievements of all
- Effective communication between all groups
- A whole school community working together to ensure equal access to a wide range of opportunities for all
- Learning which is stimulating, fun, and allows all learners to make significant progress within an environment of mutual respect
- Teaching which develops independent learning skills and personal responsibility at all levels of ability
- A culture of innovation and change for continuous improvement
- Diverse and challenging leadership, which drives improvement through continued and high-quality professional development so that all learners reach their full potential

## **What our staff say**

### **Megan Stef (NQT)**



I completed my main SCITT placement at Hockley Primary School and I was keen to be appointed to another local school. In May 2016 I was appointed as an NQT at Ashingdon Primary Academy. Since joining the teaching team at Ashingdon, I have received high-quality support and encouragement, whilst being given the freedom of a one-form entry school. My NQT training needs are being fully met and I have an excellent mentor. I have been supported by staff, including support and teaching staff. Best of all - I have received very positive feedback from Senior Leaders, other staff and parents. Ashingdon is a school where I felt welcomed and supported; where I can grow and progress throughout my teaching career.

### **Diana Mason Deputy Headteacher with responsibility for Maths, Assessment, CPD and NQTs.**



Since joining the Academy I have fully involved myself with Academy life. I've been involved with lots of new initiatives that have improved both our Teaching & Learning and pupil outcomes across the school. Having also led whole school CPD, I was delighted to be promoted recently from Assistant Headteacher to Deputy Headteacher. Both these posts have involved working at a strategic level on whole-school priorities, collaborating with other schools in the area and representing the Academy at events. My experience of leadership at Ashingdon has helped me to continue to improve my own practice and to improve whole school teaching and learning, thereby improving pupil's life chances. Having an impact at a whole school level has been incredibly rewarding.

The Academy has been very supportive through this whole process, including supporting me to complete the NPQSL qualification.

## **Job description**

**Job Title:** Class Teacher

**Reports to:** Deputy Head teacher, Head teacher

**During the course of the academic year, it is expected that you will take on the following responsibilities:**

- 1. Planning and Assessment**
- 2. Teaching and Learning**
- 3. Classroom Management**
- 4. Agreed Whole School Procedures**

### **Planning**

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and schemes of work. You will be expected to achieve progression in pupil's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught
- Setting tasks for class, group and individual work, which challenge pupils and ensure high levels of pupil interest. This includes teaching through "challenges" where children's learning is not capped and they have greater ownership of the work they undertake.
- Planning, setting and responding to homework, in line with the agreed policy for each year group
- Setting high expectations for pupils' learning, motivation and presentation of work
- Setting clear targets for pupils' learning, building on prior attainment and ensuring that pupils understand what is required of them for any given task
- Identifying pupils with Special Educational Needs and knowing where to seek advice to give positive and targeted support
- Planning in the short, medium and longer term lessons which provide pace, motivation and challenge for pupils
- Using assessment of pupils attainment to plan future lessons
- Planning for pupils' personal, spiritual, moral, social and cultural development
- Ensuring that the statutory Planning, Preparation and Assessment (PPA) time is used in line with its intentions and the use of this time is on school premises and in the agreed time

### **Teaching and Classroom Management**

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom
- Establish and maintain good discipline, by following the school policy for behaviour management

- Establish a safe learning environment in which pupils feel safe, secure and confident
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning, and maintain motivation
- Incorporate into your lessons, use of the National Curriculum, school schemes of work, Interactive Whiteboards and Speaking and Listening skills
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap pupil learning.
- Give clear instructions, presentations and question pupils effectively to ensure participation
- Respond to all pupils' work effectively, in line with the school's marking policy in line with the school's use of SIMS so that pupils are clear about how they have achieved and their next steps
- Keep effective records of children's progress
- Use opportunities to develop pupils' personal, spiritual, social, moral and cultural development
- Ensure that your classroom is organised in a way that pupils can clearly locate resources and it remains a suitable working area for adults and children
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations

### **Other requirements**

- Contribute to the development, implementation and evaluation of the academy's policies, practices and procedures in such as way as to support the academy's core framework
- Work with others on curriculum and/or student development to secure coordinated outcomes
- Promote the safety and well-being of children and to have shared responsibility for their safeguarding and welfare
- Establish and maintain a constructive working relationship with colleagues
- Participate in arrangements for the appraisal and review of their own performance
- Participate in arrangements for their own further training and professional development
- Adhere to all policies and procedures set out by the academy
- Show a willingness to support opportunities that promote the enrichment of the whole academy curriculum, extra-curricular activities, field trip visits and liaison with other year groups and parents
- Be committed to the development and communication of the long term vision of the academy
- Keep parents informed of their child's progress during the year, through positive links with parents and in the form of an end of year report to them
- Be clear as to the direction of the school through the School Development Plan and contribute where necessary to the implementation of this
- The post-holder is also required to undertake such other duties and training as may be required by or on behalf of Academies Enterprise Trust provided that they are consistent with the nature of the post.

- This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of Academies Enterprise Trust.

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a pupil's progress

All children should be treated equally, regardless of gender, social or cultural backgrounds

You are expected to ensure that pupils acquire and consolidate knowledge, skills and understanding in all subjects taught

You should be prepared to evaluate your own teaching critically and use this to improve your effectiveness

#### **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Headteacher/Group Chief Executive.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

#### **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.



## Person Specification

General heading	Essential requirements:	Desirable requirements:
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Thorough knowledge of teaching, learning and curriculum in primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of involvement in CPD activities and commitment to further professional development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience in Key Stage 1</li> <li>• Able to evidence excellent pupil progress</li> <li>• Experience of working positively and closely with staff, parents and guardians</li> <li>• Effective experience in creating a positive climate and environment to secure accelerated learning</li> </ul>	
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Work effectively as part of a team, relating well to colleagues, pupils and parents</li> <li>• Effective use of assessment data to plan sequence of learning that secures accelerated progress</li> <li>• Communication skills, oral, written and presentational</li> <li>• Ability to carry out well planned, organised and innovative lessons</li> <li>• Proficiency in the use of ICT and the software programmes used in schools to support learning</li> <li>• The ability to contribute to establishing, maintaining and developing positive behaviour, good order and assertive discipline in the classroom</li> <li>• The ability to use information and data for purposes of recording, monitoring, evaluation and reporting</li> </ul>	

	<ul style="list-style-type: none"> <li>• Implications of the Code of Practice for Special Educational Needs for teaching and learning</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Relevant (to be agreed) subject and/or curriculum knowledge, understanding and expertise</li> <li>• The ability to contribute to curriculum development and innovation across a year group</li> <li>• Able to direct and supervise support staff in class</li> <li>• Understanding of how children and young people learn, develop and progress through life stages and events</li> <li>• Understanding of how ICT can be used effectively to motivate children to learn</li> <li>• Able to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum</li> <li>• Understanding of Health and Safety practice and the role of the individual in promoting and safeguarding pupil and staff welfare</li> <li>• Able to promote and contribute to the implementation of equalities and inclusion policies in schools</li> </ul>	
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check</li> <li>• Right to work in the UK</li> <li>• Evidence of a commitment to promoting the welfare and safeguarding of children and young people</li> </ul>	

## **Academies Enterprise Trust**

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

### **Ethos Statement**

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

### **Values and Beliefs**

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

## **Learning and Development**

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.

For further information about the Academies Enterprise Trust please visit our website [www.academiesenterprisetrust.org](http://www.academiesenterprisetrust.org) or contact [recruitment@academiesenterprisetrust.org](mailto:recruitment@academiesenterprisetrust.org) to answer any questions you may have.

## **Google for Education**

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!



## **Staff Benefits**

### Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

### Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

### Financial

- JTRS Apple Product Store—Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

### Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits.

## **Academies Enterprise Trust, Safer Recruitment Procedure**

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure and Barring Service**

A Disclosure and Barring Service Certificate will be required for all posts.

### **Shortlisting**

Only those candidates meeting the right criteria will be short listed.

### **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference Checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

### **Equal Opportunities**

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

### **Data Protection**

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you

are appointed, in which case the data you have supplied will form the basis for your individual staff record.