



**Brockworth**  
Primary Academy  
To make our best better



**Academies**  
Enterprise Trust  
To make our best better

## CANDIDATE INFORMATION BROCHURE

To inspire young people to make their best better



Dear Candidate

Thank you for taking the time to apply for the KS2 Maternity role at Brockworth Primary Academy.

Brockworth Primary Academy opened in September 2012 and is part of Academies Enterprise Trust, the largest nationwide, multi academy sponsor in the country.

We firmly 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.

Brockworth Primary Academy has an exciting future and this appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

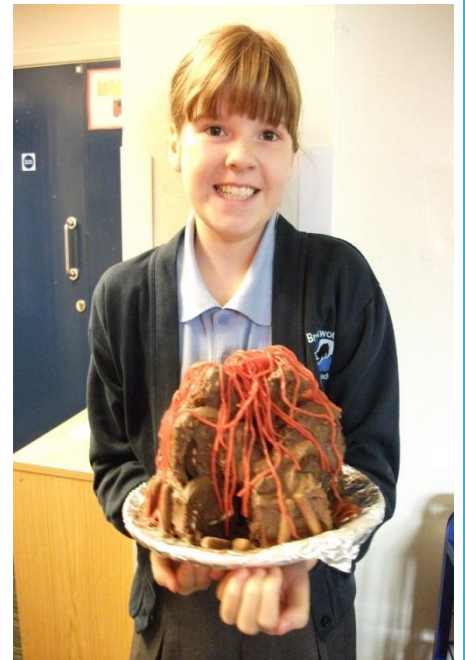
Yours faithfully

Patricia Briggs  
Headteacher

## **Brockworth Primary Academy**

Brockworth Primary Academy was created by the amalgamation of Brockworth Infant and Junior Schools in September 1993. Staff, parents, governors, children and the community have all been involved in establishing a school with some of the best facilities in the county.

At Brockworth Primary Academy, we aim to create a happy, secure and caring environment, a place children will enjoy coming to, where everyone within our academy and local community are valued. Here, children will be encouraged to develop independence, a sense of purpose and an enthusiasm for learning. We believe that education is a partnership between home and the academy.



The curriculum in the academy falls into three phases known as The Foundation Stage which covers a child's first year in the academy in the reception class; Key Stage 1 which covers children in academy years one and two and Key Stage 2 which covers the junior years in school, years three to six.

Every child in the academy is considered as an individual, and is given the opportunities to develop their abilities and interest to the full. Children with special needs are given extra attention as far as the academy's resources allow. When the child's needs cannot be properly met within the academy, the Authority's special education services are called upon for guidance and help.

Children are only legally entitled to start attending school/academy at the beginning of the term after their fifth birthday. However, Gloucestershire has adopted a policy which enables all children who are going to be five years old on or between the 1st September and the 31st August to start attending school/academy during the Autumn Term. The exact admission date and arrangements are for the school/academy to decide.

At Brockworth Primary Academy, we pride ourselves in a successful admissions process. Children will come into academy mornings only, on a part time basis at first, attending as a small group. This enables them to benefit from a quiet and secure environment with their teacher and to feel confident in the academy as the class number gradually increases. After a period of part time academy attendance, children will be able to start full time by agreement with the class teacher.

Children from Brockworth Primary Academy normally transfer at 11 years to Millbrook Academy, although parents can and do exercise their right to choose any of the local secondary comprehensive schools or academies.

## **Job description**

**Post:**                      **Teacher**

**Responsible to:**    **Principal**

**Department:**

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### **Main Purpose of the Role**

General professional duties of all teachers are specified in the Conditions of Employment

### **Particular Duties:**

An MPS teacher is responsible for:

#### **Their own Professional Development**

- keeping up to date with research and developments in pedagogy.
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to academy policies and practices
- setting a good example to the pupils they teach in their presentation and their personal conduct
- participating in Performance Management arrangements

#### **Teaching and Managing Pupil Learning**

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- setting appropriate and demanding expectations for pupils' learning and motivation.
- setting clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual
- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.



## **Monitoring and Assessing Pupil Progress**

- assessing how well learning objectives have been achieved and use this assessment for future teaching.
- maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of your tutor group
- participating in discussions of pupil targets and progress
- overseeing the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
- mentoring and negotiating individual targets for tutees

## **Resources within the Department**

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- implementing the Academy Health and Safety Policy
- Ensuring that Health and Safety policies and practices, for Music including Risk Assessments, throughout your lessons are in-line with national requirements.

## **Communication with Parents**

- attending any appropriate meetings with parents
- providing informative reports to parents both verbal & written
- raising, in consultation with the Head of Department, particular concerns regarding students with parents

## **Internal Communication**

- providing information required by Principal, HOKS, SENCO

## **Staff Absence**

- ensuring that appropriate work has been set and that the resources required are available

## **Additional Specific Responsibilities**

- as negotiated with the Principal, HOKS or Head of Inclusion in the interests of the pupils

## **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

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/Head of Education.
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.
7. Post holder may deal with sensitive material and should maintain confidentiality in all Academy related matters.

## **Classroom Teacher Person Specification**

### **Professional Attributes**

- Qualified Teacher Status
- Assessed as a good or outstanding teacher
- Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities
- Evidence of continuing professional development
- Ability to use assessment to raise standards of achievement

### **Professional Knowledge and Understanding**

- Thorough knowledge and understanding of curriculum requirements and developments within your subject specialism.
- Evidence of commitment to the principles and policies of equal opportunities
- Secure knowledge and understanding of a range of Assessment for Learning strategies, demonstrable in their everyday practice
- Secure knowledge and understanding of how to make effective personalised provision for all students, including those for whom English is an additional language and students who have special educational needs
- Ability to teach FS/KS1 & KS2.

### **Professional Skills**

- Good communication skills
- Work closely with leadership team taking a leading role in developing, implementing and evaluating policies and practice
- Ability to motivate students and colleagues to recognise and respond to the diverse needs of learners
- Ability to design opportunities for learners to develop their literacy and thinking and learning skills within your subject area

### **Personal Attributes**

- Energy, enthusiasm, determination and an insistence on high standards

- A willingness to learn new skills and approaches and to share the experience with others
- Ability to relate to students, parents and carers, colleagues and other partners
- A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the Academy
- Be able to work under pressure, prioritise and manage time effectively
- Reflective and clear-headed thinker who makes considered judgements
- Resilience
- Reflective practitioner
- Natural leader who can resolve conflicts, create a harmonious and productive team ethos

## **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.



## **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!

Google in Education



A New and Open World for Learning

## 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, Safe 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 safe guarding 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.