



Diocese of Salisbury
Academy Trust

'Beyond expectations for all of God's children'



Beamminster
St. Mary's Academy

Teacher

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
Academy Name	Beaminster St Mary's Academy
Location	Beaminster
Hours	2 days per week (0.4)
Contract Type	Fixed term
Salary	Main Scale
Probation and Notice Period	One Term
Holiday	
Pension	Teachers' Pension
Child Care Vouchers	Available upon request
Contact	Mrs Teri Goodinson
Interview Date/s	tbc
Start Date	Start date negotiable – before the end of the spring term

The children, staff and governors of Beaminster St Mary's Academy are looking for an inspirational and dedicated teacher to join our teaching team.

Beaminster St Mary's is proud to belong to the family of schools under the Diocese of Salisbury Academy Trust, where children are at the heart of everything we do.

With this in mind, we are seeking a teacher who has high expectations of all pupils, has excellent classroom management skills and has a belief that all pupils deserve the very best teaching.

In return we can offer a school with a friendly, supportive and hardworking team of staff, wonderfully engaging pupils and a commitment to professional development.

Our successful applicant must:

- have experience in primary education
- be totally committed to raising the achievement and attainment of all our pupils
- have the drive, self-motivation, and commitment to support us in our desire to give our children the very best
- be a team player
- be supportive of our Christian ethos

Beaminster St Mary's is a founding member of the Diocese of Salisbury Trust. As a family of thirteen schools, staff can expect to receive first class training opportunities and support through collaborative and innovative school to school CPD.

If you think you are the teacher St Mary's is looking for, please contact the office to arrange a visit to our wonderful school. We look forward to meeting you.

The post is open to trainee teachers, if accepted onto a recognised teacher training programme.

Closing date for applications 19th February 2018

Interview date TBC

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 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.

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

Job Title: Teacher	Grade: Main Scale
Reports To: Teri Goodinson	Salary Range: £22,917 – 33,824
Main Job Purpose: To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the head teacher.	
Applicable Contract Terms and Duties This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school. Relationships The post holder is responsible to the head teacher for his/her teaching duties and responsibilities and for teaching tasks. The post holder may be responsible for the supervision of the work of classroom assistants relevant to his/her responsibilities. Particular Responsibilities The particular responsibilities attaching to the post of class teacher are as follows: <ul style="list-style-type: none">• to teach, according to their educational needs, pupils assigned to him/her in the allocated class;• to control and oversee the use and storage of books and other teaching materials provided for class usage and to supervise the work of classroom assistant(s) relevant to the allocated class;• to maintain discipline in accordance with the rules and disciplinary systems of the school;• to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole; and• to promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy. Key Tasks The key tasks attaching to the post of class teacher are as follows: <ul style="list-style-type: none">• to monitor and report to parents on the progress of pupils in the allocated class;• to assess pupils' achievements and progress in accordance with arrangements agreed within the school; and• to mark class attendance registers.• to fully comply with the Trust's safeguarding policy.	

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.

Key Contacts and Relationships

The post holder is responsible to the head teacher for his/her teaching duties and responsibilities and for teaching tasks.

The post holder may be responsible for the supervision of the work of classroom assistants relevant to his/her responsibilities.

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.

Contact with parents / carers and other agency staff, including specific learning bodies, to provide support for pupils, such as giving feedback on pupils' progress. Such communications can be of a delicate nature depending on a pupil's specific needs or that of his/her parental.

Resources

Books, stationery, writing equipment
ICT and AVA equipment

Working Environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment and in the case of special schools additionally plus hoists, wheelchairs and minibuses.

Person Specification

Key criteria	Essential	Desirable
Education, training and Qualifications	Has UK Qualified Teacher Status or is eligible for Qualified Teacher Status	Further / continued CPD
Skills and Knowledge	<ul style="list-style-type: none"> • A clear understanding of current educational issues, theory and practice. • Understands and values the processes of planning and assessment as an aid to raising standards. • Good understanding of safeguarding procedures and child protection methods and responsibilities. • Articulates a clear philosophy of learning in the primary phase. • Has a good knowledge of the new primary curriculum and assessment 	The statutory requirements of legislation concerning Child Protection, Equal Opportunities, Health and Safety and SEN.
Experience	<ul style="list-style-type: none"> • Recent teaching experience in the primary phase. • Practised in providing effectively for the individual needs of all children (including SEN). 	Willingness to lead a subject
Personal Attributes	<ul style="list-style-type: none"> • A positive outlook • A proactive and supportive team member • Hardworking and committed to children's education. • Is enthusiastic and creative. • Is reliable and punctual. • Has a good attendance and health record. • Kind, patient and understanding. • Self motivated and aspirational • Commitment to the school's Christian values 	
Skills and abilities	<ul style="list-style-type: none"> • Teaches to a high standard, recently graded as Good or above. • Maintains a positive approach with an accent on raising achievement. • Ability to form and maintain appropriate relationships and personal boundaries with children, staff and parents. • Works well within and contributes to team development. • Good behaviour management skills • Creates a happy, challenging and effective learning environment. • To work within the guidelines of the school behaviour policy. 	
Other Special Requirement		



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/>