

Teacher – KS2 Application Pack

DENEWOOD and UNITY ACADEMIES,
Forest Road West,
Nottingham, NG7 4ES



STRONGER TOGETHER

Contents



01 About Raleigh Learning Trust

Page 3



02 Denewood and Unity Academies Information

Page 4



03 Job Description

Page 5-8



04 Person Specification

Page 9-10



05 How to apply

Page 11



01. About Raleigh Learning Trust

Straightforward

Our Trust is founded on a straightforward moral imperative. We seek to support school improvement across our organisation in order to ensure that all learners within our Academies are in receipt of the best possible educational services that can be provided within the scope of our available resources. The majority of pupils that we work with will have experienced significant challenges during their time in education. Our purpose is to ensure that every child for whom we hold responsibility has access to the highest possible standards of teaching and learning, supported by strong staff teams equipped with outstanding resources. Our core aim will be to deliver remarkable and memorable learning experiences that the pupils will value and benefit from now, as they progress into lifelong learning, and the potential for a lifetime of fruitful employment.

Our vision

Our vision is to create the educational and social experiences that our pupils need to overcome any barriers to engagement and afford them the opportunity to become successful learners. We will promote our ambitions within a framework of a caring, supportive and structured environment. We will secure the circumstances within which our pupils will be helped to develop their individual potential for growth, enhance their self-worth and develop their capacity to demonstrate choice and responsibility in all aspects of their lives. Our Trust will secure the expectation of high-quality teaching and learning environments within which there are no limits to ambition.



02. Denewood and Unity Academies Information

Denewood and Unity Academies support young people aged 7 – 16 who have been permanently excluded from mainstream education. We have a clear ethos of meeting the individual learning, social and emotional needs of young people so that they can be reintegrated back into mainstream education.

We provide this under a framework of a caring, supportive and structured environment.

Young people will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving towards other people within our Academies and the wider world.



Our curriculum was recently redeveloped. Pupils and staff were consulted and what was developed are our 3 values; that children should be **aspirational**, **responsible** and **enthusiastic** about their learning, within their community and most importantly within themselves.

03. Job Description



Teacher – KS2

The duties outlined in this role description are in addition to those covered by the latest Teachers' Pay and Conditions Document. It may be modified by the Principal with your agreement, to reflect or anticipate changes in the role, commensurate with the salary and role title.

Purpose of the role:

- To provide a high-quality learning experience for pupils who are permanently excluded from mainstream education and to support the reintegration of these pupils into appropriate long-term provision.
- To create and deliver lessons that are at least Good, and strive towards Outstanding
- To carry out the professional duties of a teacher as circumstances may require, and in accordance with the school's aims, vision and policies, under the direction of the academy principal
- To play a significant role in the establishment, maintenance and development of a calm and safe learning environment and to provide and promote the emotional well-being of each individual pupil
- To engage with a culture that promotes aspirations, responsibility and engagement of all pupils in our care

03. Job Description

Main activities and responsibilities

Professional Attributes

- Have proven skills in developing a classroom environment where children feel inspired to learn and grow in confidence as young people
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Be able to hold positive values and attitudes and adopt high standards of behaviour in your professional role
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of school policies and practice, including those designed to promote equality of opportunity
- Actively promote engagement between home and school by:
 - Communicating effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
 - Listening and valuing the contributions made by parents and carers
 - Supporting and participating in events and activities that promote parental engagement
- Have a commitment to collaboration and co-operative working, with all colleagues and with external agencies
- Be able to evaluate your performance and be committed to improving their practice through appropriate professional development
- Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring
- Support events outside the normal school day

Professional Knowledge and Understanding

- Have an excellent, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Have expertise in using assessment knowledge and skills, appropriate to learners in Key Stage 2 in order to target any gaps for children in their learning and plan specific programmes to accelerate their progress
- Know a range of approaches to assessment, including the importance of formative assessment and how it impacts positively on children's learning

03. Job Description

- Know how to use pupil performance data to evaluate the effectiveness of your teaching, to monitor the progress of your pupils and to raise levels of achievement
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement
- Have a secure knowledge and understanding of the primary curriculum and related pedagogy including the contribution that your subjects/curriculum areas can make to cross-curricular learning
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, cultural and linguistic influences
- Know how to make effective personalised provision for your pupils, including those for whom English is an additional language or who have SEN or disabilities, and how to take practical account of diversity and promote equality and inclusion in your teaching
- Know the current legal requirements, national policies and guidance and local arrangements on the safeguarding and promotion of the well-being of children and young people

Professional Skills

- Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills
- Plan, set and assess homework to sustain learners' progress and to extend and consolidate their learning
- Teach engaging, motivating and well-organised lessons and sequences of lessons across the age and ability range you teach in which they:
 - use an appropriate range of teaching strategies and resources
 - build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners

03. Job Description

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's Positive Behaviour Policy
- To supervise and, so far as practicable, teach any pupils whose teacher is absent

Other duties and responsibilities

This role description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character of the post or the level of responsibility entailed. Variations are a common occurrence and do not in themselves constitute additional responsibilities.

This role description will be used as a basis for appraisal. It will be reviewed annually or at any other time by agreement between the teacher and the Principal.

Performance in this role will be the basis of references supplied in the support of applications made for other appointments.

Duty of Care

Within the Academy each member of staff has a duty of care to themselves and others. Circumstances are likely to arise where staff are required to physically intervene to ensure the safety of themselves or others. Staff should not intervene where they may put themselves at risk. Educational programmes requiring physical interventions are carefully designed by teachers in collaboration with appropriate professionals in keeping with Academy and local education authority policy.



04. Person specification

Teacher – KS2

	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none">- Good honours degree or equivalent- Qualified Teacher Status- Evidence of recent professional development	<ul style="list-style-type: none">- At least 1-year teaching experience within Key Stage 2 in England
Experience and knowledge	<ul style="list-style-type: none">- Experience of being a consistent 'Good' teacher- Experience of working with children with a variety of needs- Demonstratable knowledge of the principals of effective teaching and learning- Knowledge and passion for quality in educational provision- Knowledge and understanding of relevant legislation, national priorities, the National Curriculum, new developments and accountability/statutory frameworks underpinning educational effectiveness- Commitment to the protection and safeguarding of children and young people- Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people- Understanding of, and commitment to, equality and diversity	<ul style="list-style-type: none">- Experience of being an 'Outstanding' teacher- Experience of working in a pupil referral unit, special education or alternative provision- Knowledge of associated phases of education (KS 1- 4 and FE)- Knowledge and understanding of approaches to self-evaluation and improvement planning processes- Co-operation and collaboration with external agencies- Experience of budget management and resource planning
Communication	<ul style="list-style-type: none">- Highly effective communication skills with key stakeholders, including parents/carers and community partners	

04. Person Specification

	<ul style="list-style-type: none"> - Excellent oral and written communication skills, and excellent interpersonal skills 	
Skills / attributes	<ul style="list-style-type: none"> - Understanding and respect for vulnerable children and those from a wide range of socioeconomic backgrounds - Demonstrates resilience in the face of challenge - Highly approachable, very grounded and makes sensible judgements - High standards of integrity and a positive role model for staff and pupils - Ability to analyse, evaluate and interpret information, including statistical data - Excellent critical thinking skills and the ability to produce practical and innovative solutions - Excellent time management and organisational skills, including working under pressure and to deadlines - Confident user of ICT - Commitment to personal and professional development - Contribute to a culture of high expectations for self and others - Can review own practice, set personal targets and take responsibility for personal development - Ability to maintain a work/life balance and awareness of own well-being - Self-motivated with high levels of personal drive, able to work with minimal direction - Ability to articulate and communicate the vision and values that make the academy unique - Maintains confidentiality 	<ul style="list-style-type: none"> - Proven track record of supporting school improvement



05. How to apply

**Denewood and Unity Academies,
Forest Road West, Nottingham**

Status:

Full-time and permanent

Salary:

Main Pay Scale/Upper Pay Scale (£24,373 - £40,490)

Closing date:

Wednesday 11th December 2019 at 4pm

Interviews:

Tuesday 17th December 2019

Start date:

As soon as possible

Visits to the school:

Candidates are encouraged to visit the academy and can do so by contacting the academy office

T: 0115 915 1271

E: admin@dlc.nottingham.sch.uk

Applying:

Please apply by visiting www.denewoodunity.org.uk and completing an application form