



The Shared Learning Trust

THE VALE
ACADEMY

WHY WORK FOR THE VALE ACADEMY?

ABOUT US

- At The Vale Academy, we put our children at the heart of everything we do, to serve our local community
- You'll be working alongside a collaborative, forward thinking, friendly and supportive team of around 50 staff
- Unparalleled CPD opportunities with The National College catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding Trust
- Fantastic children with a wonderful desire to learn
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- 15% off annual membership for Active Luton Gym

WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on:

<https://www.thesharedlearningtrust.org.uk/vacancies3/60982.html>

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or j.powell@thesharedlearningtrust.org.uk

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

HERE'S WHAT OFSTED HAVE TO SAY

Leadership and Management: 'GOOD'

The school's Headteacher has worked quickly with senior leaders, supported by the work of the academy trust, to maintain the strong sense of community among staff, pupils, parents and trustees. Leaders are well regarded by all staff. Consequently, staff morale is high.



OUR LEADERSHIP



Cathy Barr,
CEO

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust as principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength, employing some 500 fantastic staff members who serve over 4000 children within our communities. It is my privilege to be CEO of our family of schools and work with each head of school to ensure the best possible education in their own academy.

Our ethos is simple; to build a collaborative partnership of academies and schools that will provide exceptional educational provisions, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider community. They are role models and young leaders, who contribute to collegiate ethos with maturity.

We aim to recruit staff who:

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching and are keen to continually develop their own skills
- Recognise that teaching can be a demanding job and can react positively to those demands
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future

I am conscious that this may be your first contact with our trust and first impressions are very important. I hope what you have read, coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes, Cathy



ABOUT THE VALE ACADEMY

Behaviour and Safety of Students: 'OUTSTANDING'

"The behaviour of pupils is outstanding. Pupils have exceptionally positive attitudes to learning and act responsibly in managing both their own behaviour and helping others in the academy. This contributes to the friendly, social atmosphere in the academy. Pupils are proud of the academy. The buildings and grounds are neat and tidy, and pupils have plenty of room to play and places where they can sit quietly and reflect. Pupils all speak positively about how much they enjoy and value being a part of the academy, and this is evident in their very smart appearance and their impeccable manners"

Quality of Teaching: 'GOOD'

"The strong, positive relationships between adults and pupils support the outstanding attitudes to learning that pupils show in lessons and around the school. All staff have high expectations of pupils' behaviour. Classrooms are well organised, bright and welcoming. They have been thoughtfully set up for the new age ranges of pupils on the academy's roll. Teachers have high expectations, assess pupils' progress accurately in lessons and provide work that children enjoy"

Achievement of Pupils: 'GOOD'

"Children start school with skills and knowledge below those which are typical for their age. Pupils reach standards, in both English and mathematics that are higher than those expected for their age. Pupils' positive attitudes to their learning, together with careful assessment and planning by teachers to challenge pupils to do their best work, contribute strongly to the achievement being made."

VISION & VALUES



'STRIVE, ACHIEVE, BELIEVE'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

STRIVE

We will:

- Provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be
- Continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- Have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets
- Focus on the development of all our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression

ACHIEVE

We will:

- Aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative
- Share strong trust approaches to our key issues, e.g. teaching, assessment, attendance and curriculum development
- Offer an interesting yet challenging curriculum in each of our academies
- By our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all
- Continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence
- Place emphasis on collaboration with partners outside of our trust to maximise opportunities for all in our trust

BELIEVE

We will:

- Enable all of our learners to develop and flourish, through close working and regular communication with our families and local community
- Care for our families beyond the school day, supporting the development of high self-esteem and belief
- Ensure that every child in our trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom
- Promote can-do attitudes and resilience across the trust that develop belief and high expectation

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. Ranging from an extensive **Wellbeing package**, to free tea and coffee, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers for all staff members



Free, onsite car parking at all academies



Reduced gym membership



Cycle to work scheme



Support for all staff with an experienced licensed counsellor



Free tea & coffee plus a reusable Bamboo coffee cup for new starters



Enhanced pension employer's contribution & death in service payment



Support with relocation, including a range of information and contacts



Online delivery drop off service, including Amazon deliveries



Refer a friend £500 bonus scheme

CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at The Shared Learning Trust.

To continue our support for all members of our staff community, we have partnered with the Teacher Development Trust, offering our colleagues the opportunity to further their professional development by studying for specialist NPQs which are all completely funded.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

When it's your birthday, you can also choose from a wide range of birthday boxes, complimentary of us!



Perkbox also provides access to 24/7 access to GP appointments, confidential support and guidance through our Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a **wellbeing portal**, full of resources and videos.

We are excited to announce the proposed merger of The Shared Learning Trust (TSLT) with Advantage Schools (AS), which will take place on 1st September 2024. Consequently, all staff will be employed by Advantage Schools from 1 September 2024. Below are the key benefits of this merger:



ENHANCED CAPACITY

The merged Advantage Schools will have greater capacity and resources, enabling us to provide improved support and opportunities for our staff and students. This includes access to additional expertise, shared funding, and facilities that will enrich the educational experience.

CONTINUED GROWTH AND DEVELOPMENT

Joining an academically strong MAT will support the continued growth and development of TSLT's schools. We will benefit from shared best practices, innovative strategies, and collaborative initiatives that will enhance the quality of education and support services we offer.

IMPROVED SUSTAINABILITY

By transferring to AS and creating a larger organisation, we can ensure the long-term sustainability and viability of our educational provision. This move will enable us to navigate challenges more effectively and position ourselves for sustained growth and success in the evolving landscape of education.

COMMITMENT TO EXCELLENCE

AS shares our commitment to excellence in education. By aligning with a like-minded organisation, we can collectively uphold high standards of teaching, learning, and student outcomes across all 10 schools.

OPPORTUNITIES FOR STAFF DEVELOPMENT

Staff within the trust will have access to additional opportunities for professional development and career progression through a broader network of schools. This will enable our staff to further enhance their skills, expertise, and professional growth.

SCALE AND INFLUENCE

A larger combined business support function will have increased scale and influence in negotiating contracts, partnerships, and collaborations with external vendors, service providers, and government agencies. This will lead to better terms and outcomes for all.

The merged organisation will enhance educational opportunities and resources for pupils within the Luton, Central Bedfordshire, and Bedford areas. Leaders look forward to the exciting developments that this union will bring to both trusts and their respective communities.

Advantage Schools, which is based in Bedford and Central Bedfordshire and was formed in April 2017, comprises two secondary schools and three primary schools. Advantage Schools has also recently received approval from the Department for Education to establish a new free school in Bedford, further expanding its reach and impact.

If you would like any further information for our recruitment team, please do not hesitate to contact us.

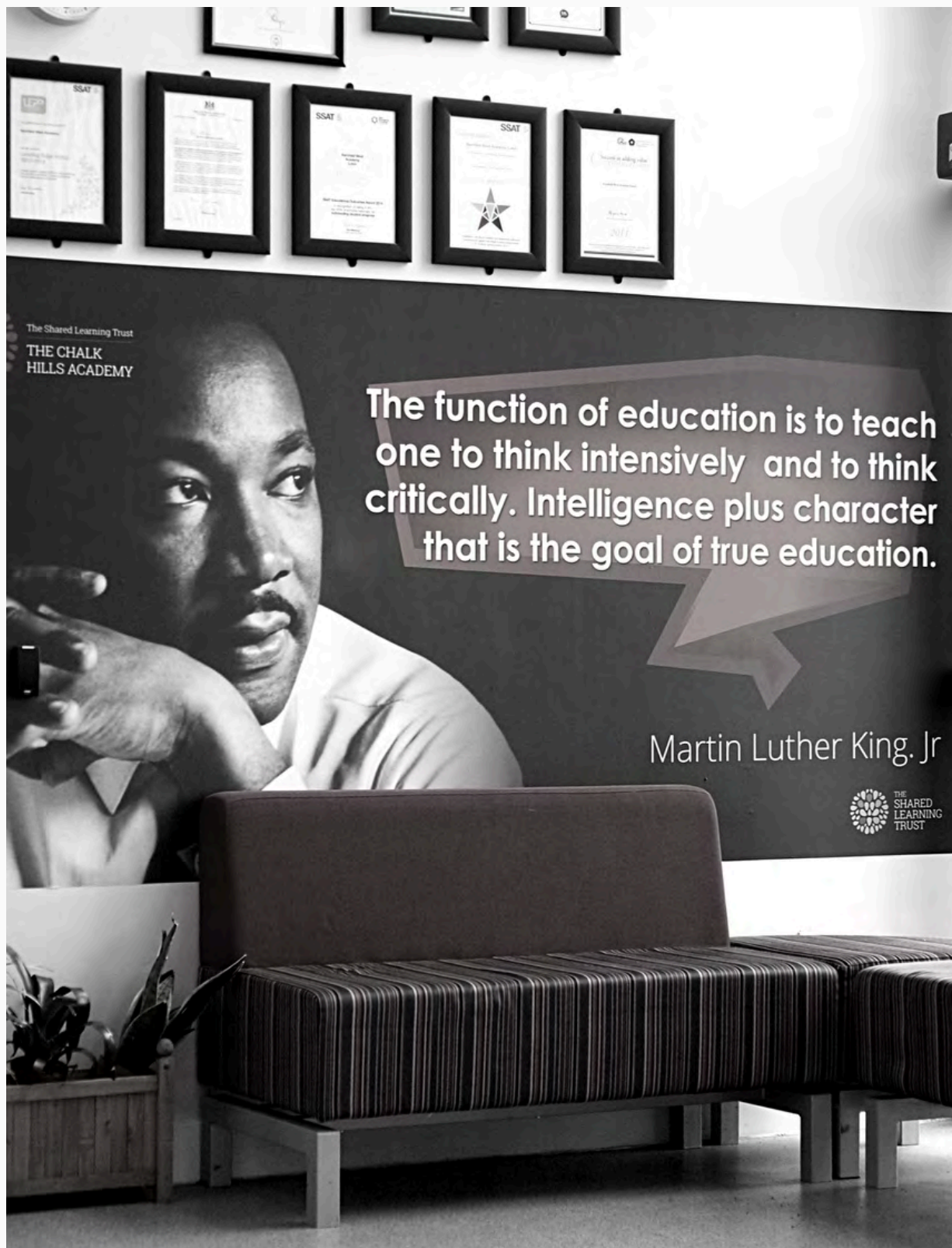


RECRUITMENT BOOKLET



The Shared Learning Trust

THE VALE
ACADEMY



The Shared Learning Trust
THE CHALK
HILLS ACADEMY

The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education.

Martin Luther King. Jr



SEE MORE AT

WWW.THESHAREDLEARNINGTRUST.ORG.UK



PE Apprentice

The Vale Academy is on an exciting journey of development as we strive to improve educational outcomes for our pupils. We are looking for an enthusiastic and committed PE Apprentice to join our team and play a key role in our busy school environment. In everything we do, we aim to create a positive and safe environment to foster success and impact our students' lives.

The role of a PE Apprentice plays is truly instrumental; it is their ability, skillset, knowledge, and enthusiasm, which determines the success of children they teach. Therefore, we are looking for an excellent apprentice who knows how to enthuse and connect with children to ensure our pupils' have the best possible chance to thrive. This role is suitable for those wanting to progress to a PE Teacher, Primary School Teacher, or Teaching Assistant.

Why work for the Vale Academy:

- A friendly and supportive team who collaborate effectively to get the best out of the school and its pupils.
- For the 5th year running, The Vale have achieved the School Games Mark at Gold Standard. This enabled the school to aim for Platinum for the first time which the school was awarded at the end of 2023-24 academic year. This shows how dedicated the school is to sport and physical education as only 5% of schools in England have achieved this.
- The Vale is renowned for its sporting success and participation rates not only in Dunstable but in all of Bedfordshire as we have recently qualified into county level in cricket, quadkids and sportshall athletics.
- We have one of the largest primary school sites in the area with over 600 pupils attending. The local SGO is also a part of our team which allows us to develop and improve our sporting provision even further.

The successful candidate will

- Have the ability to work as part of a team in a busy school environment.
- Previous experience in coaching/working with primary school aged children.
- Ability to use initiative.
- Be well organised, self-motivated, and fully committed to the role.
- Leadership skills.
- Have the enthusiasm to inspire young people to get involved in PE and School Sport.
- Desired: GCSEs at grades A*-C/9-4 (or equivalent) in Maths and English.
- Be flexible and adaptable to meet the needs of the day as part of a team.

Roles and responsibilities

- Working within a school setting and supporting the delivery of physical education and school sport
- Help teachers manage class behaviour.
- Help teachers prepare lesson.
- Lead whole classes in PE.



- The wider community role involves working within the local PE and school sports network to deliver competition for all the schools within the area.
- You will be extra help during PE lessons and in the classroom where you will assist and lead extra-curricular activities and support Young Ambassadors and Sports Leaders
- You will find out about the sporting career and teaching paths that are available and the hope would be that this apprenticeship will lead you to your next step on the career ladder.
- Helping with breakfast and lunchtime clubs
- Support in extra-curricular clubs out of school hours.

Job Specifics

Start Date: Monday 4th November 2024 or Asap

Salary: National minimum apprenticeship wage, £6.40 per hour for first 12 months, then £8.60 - £11.44 per hour dependent on age.

Contract: Fixed-Term, Full time, 14-month contract, 30 hrs per week (timings to be confirmed), 52 weeks + inset days, Sporting Futures Apprenticeships,

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.



Job Description

Responsible to: Lead PE Teacher

Teaching Skills

- To promote the effective teaching and learning of PE
- To prepare and deliver creative PE lessons to stimulate the learning, progress, and involvement of pupils.
- To be able to physically demonstrate common PE skills and next steps to aid children's progress in sports.
- To develop the skills of children who show a talent for sports, whilst understanding the needs of those who may have barriers to their learning.
- To take an active and leading role in the review and improvement of schemes of work and planning for the teaching of PE
- To lead clubs and extra-curricular activities for the benefit of the children, helping our school to create teams ready for competition across the town.

General points relating to knowledge and understanding:

- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.
- Have a secure knowledge and understanding of their specialist subject(s).
- Understand progression in their specialist subject(s), including before and after their specialist age range. To include making links with local secondary schools to ensure progression beyond key stage two.
- Cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in their specialist subject(s).

Planning and setting expectations:

- Identify and plan clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs and know where to get help in order to give positive and targeted support. Implement and keep records relating to any pupils with Individual Education Plans (IEPs).
- Secure progress towards pupil targets.



Teaching and managing pupil learning:

- Ensure 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.
- Use imaginative & vibrant teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation, and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

Assessment and evaluation:

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Administer and mark as required internal and external examinations.

Cover:

- Supervise and so far as is practicable teach any pupils whose teacher is not available to teach them.
- Undertake playground duty cover as part of a rota system.

Relations with parents and wider community:

- Know how to prepare and present informative reports to parents (orally and written).
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Participate in meetings with parents arranged for any of the purposes described above.
- Understand the need to liaise with agencies responsible for pupils' welfare.
- Act as an ambassador for the school, modelling the school's ethos and vision when attending off site activities.

Managing own performance and development:

- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Participate in regular staff meetings which relate to the curriculum for the school or the administration or organisation of the school.
- Undertake any appropriate in-service training.



- Attend an annual appraisal.
- Attend school events out of hours where required.
- Undertake activities relating to the review and development of policies, procedures, and the curriculum.

Managing developing staff and other adults:

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.
- Managing Resources:
- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

Administration:

- Participate in organisational and administrative tasks related to such duties as are described above.
- Attend and deliver assemblies.
- Register the attendance of pupils.

Safeguarding:

- Follow and implement the child protection policies and procedures of the setting, contributing to identification of concerns, recording and working in partnership with all staff including the designated person to keep children safe. Be trained to the minimum LSCB safeguarding expectations as defined within the setting's training programme.

This job description sets out the duties of the post at the time it was drawn up. The Principal may vary the duties from time to time without changing their general character or the level of responsibility entailed. It may be amended at any time after discussion with the post holder, but in any case, it will be reviewed annually.



Person Specification – PE Apprentice

Candidates will be assessed on the following:

	Essential	Desirable	Source of Evidence
EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS			
Qualifications relating to PE/Sport (e.g. coaching quals, Sports degree)	✓		AF
Good standard of English and Maths (GCSEs)	✓		
Further and/or continued CPD		✓	AF
EXPERIENCE			
Proven ability as an excellent classroom teacher or coach	✓		AF/IV
SKILLS/KNOWLEDGE/ABILITIES			
Good organisational skills with the ability to work on own initiative and to liaise with other professionals, parents and carers, as required	✓		IV
Subject specific knowledge with an understanding of how the curriculum supports the ethos and values of the school		✓	AF
Understanding and implementation of range of behaviour management strategies with a positive approach to promote learning and excellent behaviour	✓		IV
Confident and competent user of ICT in teaching and planning, with the ability to plan for progression across the ability range	✓		AF/IV
A child centred approach with a commitment to a range of teaching and learning strategies to engage all learners and make learning fun	✓		IV
Support for curriculum enrichment through extra curricular learning, competitions and school visits where applicable	✓		IV
Understanding what constitutes quality and high standards in teaching and learning, how the learning environment supports high standards, and how to achieve and sustain high standards	✓		IV
Thorough knowledge of National Curriculum and of assessment procedures		✓	AF/IV
Evidence of cross curricular teaching and learning		✓	AF/IV



Experience of working with children with SEN and/or EAL		√	AF/IV
Understanding what constitutes appropriate and successful relationships with children	√		IV
Understanding and implementing inclusion strategies for all learners	√		AF/IV
Supporting and nurturing development within the classroom/lessons		√	IV
Ability to demonstrate knowledge and commitment to Equality and Diversity and how this has been applied in previous roles	√		AF/IV
A knowledge and understanding of the requirements of Safeguarding Children and Vulnerable Adults in the education sector as applicable to this role	√		AF/IV
A knowledge and understanding of health and safety standards and best practice, including risk assessment	√		AF/IV
PERSONAL QUALITIES			
Passionate about teaching and learning, displaying warmth, care and sensitivity in dealing with children	√		IV/REF
Open minded and flexible towards change, with the ability to reflect on experience, changing where necessary	√		IV
Trustworthy, reliable and punctual with a willingness to be involved in the wider life of the school and a desire to strive for excellence	√		REF
Good interpersonal and communication skills	√		IV
Ability to bring personal interests to the school community		√	IV/REF

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.