



CANDIDATE INFORMATION BROCHURE FOUR DWELLINGS PRIMARY ACADEMY



To inspire young people to make their best better

November 2017

Dear Candidate

Thank you for your interest in the Class Teacher role at Four Dwellings Primary Academy. We are very proud and privileged to serve the young people in and around the Quinton West area of Birmingham.

In recent years enormous strides have been made to increase learning standards. The proportion of our children eligible for pupil premium is well above average and our dedicated teachers and leaders continue to develop a curriculum that inspires and prepares them for their future.

Four Dwellings Primary Academy has an exciting future and it is absolutely vital that we attract the right calibre of professional to be part of the Leadership team at Four Dwellings Primary on its journey. You will be a colleague who is relentless in their desire to raise standards and improve outcomes; a colleague who is able to enjoy positive, professional relationships with young people, staff and the wider community; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

Four Dwellings Primary Academy is part of Academies Enterprise Trust network of 66 primary, special and secondary academies. We are passionately committed to inspiring children and young people. 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.

Being part of the Trust has enabled us to work closely with our 'Midlands' Cluster' of primaries. The Trust provides a high degree of support and expertise to the whole school community and we enjoy significant partnerships with other primary and secondary academies across the school network.

We warmly invite you to look at our website and read through the information about what we do, our achievements both inside and outside of curriculum time and the other accolades the academy has achieved. You are encouraged to visit the academy for a tour.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

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

Yours sincerely

Penelope Webb (Headteacher)

Allan Parkinson (Chair of the Management Board)

Four Dwellings Primary Academy

Four Dwellings Primary Academy is a 2 form-entry primary school, in the heart of Quinton, Birmingham with 454 pupils on roll. Pupils from 3yrs to 11yrs come here to learn, explore, investigate, discover, build aspirations, question and to solve problems through an engaging and challenging curriculum and school life.

At Four Dwellings Primary Academy, we have our '4D's' which are our fundamental principles and run through all areas of school life.



Dream

Our ambitions, our goals



Duty

Our rules, our responsibilities



Drive

Our determination to do our best



Dazzle

Celebrating our successes, loving our learning

Working with the community

We are committed to working in partnership with our parents and carers and our wider community. We work in school and with our parents to always have the best interests of our children at our heart. We work to maintain an open and respectful dialogue with our parents, carers and other partners in order to benefit the children. Our community room is open daily to encourage parents and members of our local community to come and work with us in supporting our children.

We also work to develop the 'school within the community' and work with our partners in Academies Enterprise Trust cluster and other Local Authority partners and businesses to achieve our aims.

Building trust, working together and keeping our vision for the school and our children is always at the forefront of our planning, discussions and decision making. We are here for our children; it is our responsibility to do our best for them, to care for their needs and to support our parents and carers in the enormous and exciting task of raising young people in an ever more complex and global society. We know we have a privileged place in that

process and our promise to our parents, children and other stakeholders is that we will do our best for each child and use our resources wisely to achieve our goals.

Our curriculum

At Four Dwellings Primary Academy, we are committed to delivering a **complete and cohesive curriculum** which allows for opportunities to **use and apply** various skills and a variety of contexts thereby deepening and evolving pupil's understanding over time. We believe that a primary curriculum should be **broad and balanced**, and should allow the pupils to experience a wide range of activities.

We have achieved this by creating a thorough Curriculum document which promotes links between subjects and has trips and experiences built into it. Curriculum content is taken from the new **National Curriculum in England 2014** document. English and Maths are taught with a focussed approach in discrete lessons and then these key skills are then applied within other contexts when teaching the Foundation Curriculum. Our Religious Education Curriculum is taken from the Birmingham Agreed Syllabus for RE.

Planning

Where possible, the Foundation Curriculum links subjects through a **skills and knowledge based cross-curricular approach**. The document below details the skills which are to be taught by each class teacher throughout the year. These skills have been taken directly from the new National Curriculum in England 2015 document and subject co-ordinators have ensured that there is progression within their throughout the school. Medium term plans (for Foundation subjects) or weekly plans (for English and Maths) are written from these half term overviews which detail the lessons themselves.

Closing the Gap

In order to ensure that pupils **basic skills are embedded**, it is necessary (at times) for the pupils to complete interventions during curriculum time, in order to provide small group focussed learning which will tackle a specific barrier to learning (which may be either an academic or pastoral barrier). These interventions are designed by the class teacher, phase leader, SENDco or pastoral manager to address a specific issue and are intended to be designed as a short term removal from the Standard Curriculum.

Assessment

English and Maths are assessed by the teacher through the use of **Formative assessment** techniques which enable the teacher to continually adapt the teaching to suit the needs of the pupils. These subjects are then assessed summatively through the use of 'Age Related' tests (Yrs 3 - 5), National assessments (SAT's - Yr 2 & Yr6, Phonics - Yr 1) and other assessment materials (e.g. Pm Benchmarks, Target Tracker statements etc). Assessment Tasks are built into the Foundation Curriculum, which enable the teacher to assess the pupils achievements against a particular skill in a subject, are built into the medium term planning. All children are targeted to meet age-related expectations (at least) by the end of the academic year.

Our Early Year and Foundation Stage Curriculum

In the Early Years and Foundation Stage (EYFS) there are seven areas of learning - 3 prime and 4 specific. Each area has associated Early Learning Goals (ELGs).

Ofsted

[Ofsted reports](#)

Job Description

Responsible to: Headteacher, Deputy and SLT

Responsible for: Identified support staff

Purpose of the post:

To carry out the duties of a teacher as set out in the School Teachers' Pay and Conditions Document (STPCD)

Main duties and responsibilities for Class Teacher

- Plan, prepare and teach the National Curriculum in line with statutory requirements and school's schemes of work, ensuring teaching of the highest standard.
- Create a stimulating, organised, interactive and informative learning environment that encourages each child to achieve his/her potential

The post holder will be required to carry out the duties of a teacher as set out in the STPCD

- Work cooperatively as part of a year team, including planning work for support staff.
- Ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all.
- Work in partnership with parents and other members of staff to promote the well-being and educational progress of each pupil.
- Maintain good order and discipline within the class, in line with the school's behaviour policy.
- Actively take part in professional development, and sharing expertise and experiences as required.
- To follow school policies under the direction of the Head teacher and SLT.
- Work alongside other members of staff to review and innovate the curriculum.
- To monitor and assess pupils' work using assessments to inform planning and ensure targets are met.
- To share good practise and follow the guidance and support of SLT.

Purpose of the post:

The Subject Leader will ensure that there is consistency of teaching, continuity in context and skills, and high standards of learning throughout the school.

Main duties and responsibilities for Subject Leader (if applicable).

- To ensure the highest possible standards of achievement and quality of teaching and learning in the core subject (reading across the school)
- To develop initiatives and links with governors, staff, pupils, parents and the local community, which improves and enhances the teaching and learning in the phase and school.
- To contribute and work with others to ensure the smooth running, organisation and ethos of the school
- Coordinate and develop a long-term plan for the subject.
- Ensure that medium-term planning meets all National Curriculum requirements.
- Ensure that resources are used effectively.
- Review, monitor and evaluate current practice and provide feedback to the senior leadership team (SLT).
- Support, motivate and advise staff and work with them to development their classroom practice.
- Lead by example.
- Disseminate information to the staff and promote staff development.
- Undertake effective action planning in the subject for the school improvement plan.
- Maintain an up-to-date knowledge of local and national initiatives and attend necessary training.
- Prioritise CPD and resource needs as indicated in the School Improvement Plan.
- To have an enthusiasm for the subject that motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives.
- Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data.

Other

Other duties that the headteacher may from time to time ask the post-holder to perform.

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 Headteacher.
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 Services Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

SPECIFICATION	ESSENTIAL
QUALIFICATIONS	Qualified teacher status
EXPERIENCE	Experience of successfully working in primary classrooms. Experience of positive behaviour management.
SKILLS & ABILITIES	Organisational skills. Good written and spoken communication skills. Ability to work as part of a team. Sound knowledge of English grammar and a good level of mathematics.
ABILITY TO LEAD BY EXAMPLE	A skilful practitioner. Good interpersonal skills.
TRAINING AND PROFESSIONAL DEVELOPMENT	Evidence of having had a range of CPD opportunities which affected practice. Evidence of reflecting on practice.
PERSONAL CHARACTERISTICS	Committed Hard working Enthusiastic Flexible Professional
CONTRA INDICATIONS	Criminal convictions involving offences against children The Academies Enterprise Trust is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts.

Academies Enterprise Trust

Academies Enterprise Trust is a network of 64 academies (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 to 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 Education

Google 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!

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.