



THE BLACKBIRD
ACADEMY TRUST

The Blackbird Academy Trust

CLASS TEACHER RECRUITMENT PACK

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Dear Applicant,

We are thrilled that you have chosen to enquire about a post within in The Blackbird Academy Trust. We know that this opportunity will offer you the chance to become the inspiring teacher that you aspire to be – and that the challenges you face on the way will be more than matched by the joy you will find in making a real difference to an amazing school community.

The Blackbird Academy Trust was launched on August 1, 2013 and includes Orchard Meadow Primary School, Windale Community Primary School and Pegasus Primary School – all based in the Blackbird Leys area of Oxford. The three schools work together in an innovative and inspiring arrangement as we know that by working together we can provide many more opportunities for our children and develop a culture which challenges expectations, broadens horizons and creates new opportunities for children to thrive.

Each school retains its own special character, whilst sharing the same core principles, ways of working and senior leadership. This gives every child living within our community an equality of opportunity no matter which school they attend.

As per the Index of Multiple Deprivation (IMD) – 2015, Blackbird Leys is one of the three most deprived areas in Oxford. Hence the proportion of our children with special needs, disabilities, English as an additional language and those eligible for the pupil premium are above national averages.

We are working to engage families where there have been intergenerational issues of low achievement, upheaval and unemployment, to create a learning community that sees everyone accessing and celebrating learning.

This pack contains background information on the Trust, our sponsors and our key values. You will also find enclosed a job description and a person specification.

We are delighted you are interested in us and we look forward to hearing from you.

With warmest regards,
Cathy Godden, Francis Murphy & Kate Geran-Haq. Trust Headteachers

The Blackbird Academy Trust takes safeguarding children seriously and the successful applicant will have to undergo a DBS check and references will be required in line with our Child Protection and Safeguarding Policy.

Teaching and Learning in our Academy Schools

Key Values

- **Emotional health and nurturing for learning are central to our success.** We use the Family Links programme in each classroom from nursery to YR6, but just as important as that is an ethos that ensures all children are treated with respect and dignity. We know every child can learn to believe in themselves and others, and the sound relationships that form through our approach allow even the most vulnerable or challenging children to thrive and flourish.
- **High quality teaching and learning that inspires every child and helps them grow in independence and understanding themselves as a learner.** We want every child to feel that learning is intrinsically joyful and something precious that is relevant and accessible to them. We accept no excuses – learning is for every child throughout their time with us and beyond.
- **High aspirations mean that we want every child to develop the skills, enthusiasm and self-belief to be successful.** We offer a rich and varied range of opportunities to secure this. We avoid the mediocre and show our children that nothing is impossible. The academy develops and extends opportunities to interact and work in the world beyond school. For example, our children have presented at national conferences, produced and sold training materials for teachers and operated as tour guides for the public during the Blenheim Flower Show.
- **An innovative, challenging and exciting curriculum that promotes an entrepreneurial, enquiry based approach.** Outdoor learning and residential trips expand and enrich learning. Each theme is presented as a question to be explored and we encourage children to become research experts. Much English work is developed through story-telling and poetry, aligning delight in the beauty of literature with precise teaching of core skills of reading, spelling handwriting and grammar. We use the Hamilton maths approach which places understanding of our number system and calculation at the heart of maths.
- **Being open to seeing things differently or from another point of view is a crucial skill we develop.** Our teachers model this in all aspects of their relationships with children and with their own work. We need all of our school community to be innovative and entrepreneurial and to demonstrate tenacity to see things through.
- **Courage, self-belief and stamina with a critical approach for adults and for children is key to our work.** Our teachers model this and develop an approach to learning that promotes these attributes from the very start of school. Part of this is having the ability to set yourself exacting standards and the personal resolve to ensure you reach those challenging goals.
- **Sharing the joy of learning with families and the wider community marks our academy approach.** The range and scale of activities is simply huge – working together to pick apples and turn them into juice or perhaps mincemeat, a shared visit to a local forest. Each activity enriches the learning of our children, and helps put learning at the centre of our community.

Background to the Blackbird Academy Trust

THE SPONSORS

The Academy Trust is sponsored by the Dragon School, Family Links and Hamilton Trust. Each sponsor brings relevant expertise and experience to the Trust Board through their appointment of Trustees. In addition, each sponsor plays a key role in the 3 key strands of our work: to strengthen leadership across the Academy; to improve teaching and learning; and to raise the aspirations of children and families. Specifically:

- a) The Dragon School works collaboratively with the Academy to:
 - Raise staff and children's expectations;
 - Instil in children a life-long interest in learning;
 - Improve professional development and invigorate a cross fertilisation of teaching ideas;
 - Share learning experiences and provide access to enriched facilities for sport and arts.
- b) Family Links works in partnership with the Academy to build an emotionally calm school environment to enable top quality teaching and learning by:
 - Providing training for all staff, teaching and non-teaching;
 - Supporting the emotional and mental wellbeing of all children, staff and parents.
- c) The Hamilton Trust provides practical support to raise children's educational attainment through the provision of:
 - Training in mathematics for teachers led by nationally recognised experts;
 - Educational material for children, staff and parents;
 - Teaching for individual teachers from specialists
 - Teachers to provide a "catch up" provision for those in KS2 who still need to secure core concepts and skills.

Background to the Sponsors



Dragon School. The Dragon is one of the UK's leading co-educational preparatory schools in Oxford. It is a learning community in which life-long learning for a rapidly changing world is seen as a priority. Its academic reputation speaks for itself and the School is very proud of the achievements of all pupils across a wide academic spectrum. For more information see: <http://www.dragonschool.org.uk/>



Family Links. Family Links is a national charity that believes that every child and parent deserve the best chance in life. Family Links enables parents and teacher to become more effective, caring and confident in raising emotionally resilient and socially competent children. Their dynamic approach tackles the root causes of social problems with the Nurturing Programme, which challenges intergenerational dysfunction. The charity has worked in partnership with many schools since 1997 and has developed insights and expertise about the value of the whole school team being consistent in their use of positive behaviour management strategies underpinned by a belief that creating an emotionally calm school environment is crucial for top quality teaching and learning. For more information see: <http://www.familylinks.org.uk/>



The Hamilton Trust. The Hamilton Trust provides practical support nationally – via direct in-service training and its national website - for raising the educational attainments of children up to the age of 11 and supports the effectiveness and professional job satisfaction, and hence retention, of primary school teachers. For more information see: <http://www.hamilton-trust.org.uk/>

The Blackbird Academy Trust supports three primary schools and two pre-schools for two-year olds.

All three primary schools are situated on the Leys (Blackbird Leys and the Greater Leys), a very large housing estate (c13.000 residents) situated 4 miles south east of Oxford city centre. Many of the residents on both estates face a great number of issues including intergenerational unemployment, low achievement and frequent upheaval. The three schools work hard to counteract these issues, with emphasis on combining excellent classroom practice with extensive additional opportunities, cementing links with the local community. Initiatives such as pupil voice, outdoor learning and storytelling combine with innovative approaches to maths and English, delivered through a thematic curriculum. Details of the three schools including their most recent inspection reports can be found from their websites as follows:

Orchard Meadow School: www.orchardmeadowprimary.com

Headteacher: Cathy Godden

Number of pupils: 389

Orchard Meadow school is a large primary school. The school shares a part of its building with Mabel Prichard Special School (primary site). Cathy joined the Trust in September 2016 after leading her previous school to achieve a 'Good' Ofsted grade. Orchard Meadow's Ofsted in October 2016 identified key areas for Cathy and her team to focus on. In November 2017, the HMI described leaders as 'having a strong ambition to improve...and for improving outcomes for disadvantaged pupils.'



Pegasus School: www.pegasusprimary.com

Headteacher: Francis Murphy

Number of pupils: 483

Pegasus School is the largest of the Trust schools and hosts a '32 place' pre-school for two-year olds (*Ofsted Grade 'Outstanding'*). The school has retained 'good' status for the previous five Ofsted inspections. Francis joined the school in 2005 and has been head since 2013. Ofsted graded Pegasus 'Good' in February 2016.



Windale Community School: www.windaleprimary.com

Headteacher: Kate Geran-Haq

Number of pupils: 338

Windale school is based in the Greater Leys part of south east Oxford, close to Leys Health Centre. The school is led by Kate, who began as Senior Assistant Headteacher in the school. The school is making rapid progress and has seen an improvement in pupil outcomes in 2016 results. The school also has on site a '32 place' pre-school for two-year olds, which was graded outstanding in 2016. The school was placed in special measures in February 2015 and Katie brought the school out of special measures in January 2017. The lead inspector described Katie as 'determined to move the school forward... it has made a tremendous start on its journey'.



How will I develop as a teacher?

As a Newly Qualified Teacher

Keren Dolton, an experienced teacher and leader in Oxfordshire schools leads our NQT programme. There is a programme of courses and training that is offered to all NQTs across the Trust's schools. Much of the feedback from NQTs indicates that new teachers really enjoy and appreciate the time to get together to share experiences and strategies. Feedback from NQTs has included: *"The support and advice from my mentors all year has been really helpful – from little organisational tweaks to bigger aspects of my teaching has all helped so much. I feel like the advice and support has always been targeted specifically to me I always felt I could raise a problem or question; I think the NQT programme is a real benefit of this academy."*

Training within the Trust this year has included: *Special Educational Needs & Disability with Trust SENCOs; Hamilton Maths with Maths Specialist; Effective Marking & Feedback; Mastery in Maths with the Hamilton Trust; Thoughts on Teaching with Sir Tim Brighouse.* Opportunities to visit other schools and external training are organised within the school.

Within each school, you will be allocated a mentor, an experienced teacher and/or leader who will support you and provide guidance to ensure you meet the standards to pass your first year of teaching. The mentor will ensure your training and development is bespoke to your needs and helps you develop as a teacher. The Trust works with Oxfordshire Teaching Schools Alliance to support the NQT process.

You will have the opportunity to work with your year group colleague and experienced teachers other across the three schools. This might be sharing planning and resources, reviewing the assessment and progress of children in your class (for example undertaking writing moderation) and more generally helping each other with ideas and strategies such as classroom management and supporting families. One of the strengths of our academy is being able to share the knowledge and experience of our dedicated staff team. All NQTs work an 80% teaching timetable.

<http://www.otsa.org.uk/home/nqt-induction/>

<http://www.blackbirdacademytrust.org/128/nqt-programme>

As an Overseas Trained Teacher

We have a growing number of overseas teachers working in our schools and we believe it is important to provide an induction programme that introduces you to our national curriculum, teaching and learning policy and education system. You may be coming from abroad with years of experience or this may be your first appointment since you qualified. Wherever your starting point, your mentor will work with you to ensure your training is bespoke to your needs.

The training sessions cover: *The National Curriculum & Long and Medium-Term Planning; Teaching the English curriculum using our strategies; Teaching maths using Hamilton support; Marking & Feedback, SEN Code of Practice and Inclusion Policy, Behaviour Management Strategies, Understanding the wider roles of the school (child protection, attendance, links with families in need, family learning).*

As an experienced teacher

We know that professional development doesn't finish with your first year of teaching. The Trust's vision is to ensure all pupils experience good and outstanding teaching – this means developing our more established teachers to be the very best they can be. The Trust works with OTSA who offer a series of CPD programmes both for teaching and leadership. Various teachers are currently on the following programmes: *National Professional Qualification for Headship; Teaching Leaders; Outstanding Teaching Programme, Early Excellence and the Outdoors, and receive coaching via an executive coach.*



Job Description

Job Title: Terms & Conditions: Pay Scale/ Grade: Post term: Hours:	Teacher Teacher Main Point Scale 1-6 and UPS as appropriate Permanent FTE
Responsible to: Line Managing: Work Base:	Headteacher Phase (to be confirmed) staff Trust School

Job Purpose:

To provide outstanding learning experiences, that secure outstanding learning and high achievement for a named class.

Key Responsibilities

- To take responsibility for a class of children and enthuse them with a desire to learn and an interest in the wider world along with a deep sense of themselves as successful learners
- To secure high rates of progress that closes gaps and ensures every child secures high levels of skills in English and maths and in other subjects. This includes excellent use of pupil data, rigorous assessments, marking and feedback as key tools in this element of your work
- To use the academy's relationships policy to establish and maintain a calm, purposeful environment that optimises learning and emotional health
- To develop a self-reflective way of working, to constantly strive to improve your practice, and to model and encourage that way of working with all pupils and adults
- Maintain productive and regular communication with parents and carers, and to work with them sensitively in line with academy and school vision and policies
- To work with a range of academy staff, including those in other trust schools and cross academy specialists, to develop, implement and evaluate successful practice
- To secure agreed academy practice and policies in your work with your own children
- To contribute as appropriate to school/ academy self-evaluation and school improvement work
- To maintain a deep commitment to your own professional development using opportunities strengthen your own practice
- To work with others in developing opportunities for children to present their work, or perform to wider audiences and to work with enterprise and learning opportunities beyond the classroom and school
- Take on other duties as reasonably requested by the school leadership

To carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions document currently in operation, or any subsequent legislation

This job description should be read in conjunction with the current School Teachers' Pay and Conditions document and the provisions of that document will apply to the post holder



Key Tasks – Health & Safety
<ul style="list-style-type: none">• Co-operate with health and safety requirements.• Report all defects and hazards to the member of staff responsible for this in your school.• Complete the action risk assessments for all potentially hazardous on/off site activities.• Do not undertake unsafe acts. Inform employer of any “Near-Misses”.• Be familiar with the emergency action plans for fire, first aid, bomb security and off-site issues.• Raise health and safety issues with pupils.
Key Tasks - Other
<ul style="list-style-type: none">• Demonstrate a deep commitment to safeguarding and promoting the welfare of children and follow all associated child protection and safeguarding policies of BAT• Be aware of, and comply with, policies relating to Child Protection, Health & Safety, Equal Opportunities and Confidentiality as well as general staff procedures• To contribute to the overall vision, ethos and work of the schools within BAT• To be an excellent role model for staff and to observe all relevant policies and practice• Maintain confidentially and professional conduct at all times• Demonstrate a commitment to professional development including active participation in the appraisal process and any relevant further training• Appreciate and support the role of other professionals

**Person Specification
Class Teacher**



Blackbird Academy Trust is committed to safeguarding the welfare of children and young people and expect all staff and volunteers to share this commitment

	Essential	Desirable
Qualifications Criteria	<ul style="list-style-type: none"> • Qualified Teacher Status • Qualified to degree level or equivalent • Qualified to work and teach in the UK 	<ul style="list-style-type: none"> • Further training and advancement of teaching skills. • Professional NCTL Courses • Post Graduate Study (Certificate, Diploma, Masters, etc)
Professional Qualities	<ul style="list-style-type: none"> • Work cooperatively as part of a team and deploy support staff effectively • High expectations and commitment to pupils achieving their full educational potential • Strong commitment to inclusion • Create a positive climate for learning in own classroom • Create and maintain positive and supportive relationships with staff, pupils and parents • Reflect on and improve own practice • Commitment to professional development • Competent ICT Skills • Open and deep passion for education with a growth mindset and belief that every child can learn and achieve • Commitment to a set of values that places emotional health at the centre of the school's ethos and actions • A flexible and forward thinking attitude to challenge and adversity 	<ul style="list-style-type: none"> • Extensive experience of working with children with significant barriers to learning • Know a range of approaches to assessment • Know when to draw on the expertise of colleagues • Know how to deliver effective personalised provision • Contribute to the wider life of the school
Experience	<ul style="list-style-type: none"> • Experience of classroom teaching. • Working with primary school age pupils 	<ul style="list-style-type: none"> • Experience of primary classroom teaching. • Experience of subject leadership
Safeguarding	<ul style="list-style-type: none"> • A deep commitment to securing the safety and wellbeing of all pupils. • The successful applicant will have to undergo a DBS check and references will be required in line with our Child Protection and Safeguarding Policy 	<ul style="list-style-type: none"> • Experience of delivering a curriculum that incorporates safeguarding practice and themes.

Why work in Oxford?

With its dreaming spires and enchanting atmosphere, Oxford is an extraordinary place in which to live and work. *Alma Mater* to JRR Tolkien, Harper Lee, Michael Rosen, Phillip Larkin, Wendy Cope, Edward de Bono, Dr Seuss, CS Lewis, Francesca Simon... Oxford is quite simply a beautiful place to live and work. Oxford is a vibrant place to live with access to a range of cultural delights. Both universities are involved in initial teacher training and have research departments in education.

Culture

Oxfordshire is home to world class arts and culture in stunning venues, spectacular gardens, beautiful landscapes, full of walking, cycling and boating opportunities. Oxford and Oxfordshire have provided backdrops for countless international films and popular TV series, and many places may look familiar to fans of series like *Downton Abbey*, *Midsomer Murders* and *Inspector Morse*. Oxfordshire is also famous for its excellent local produce and delicious food.

Whether you are looking for England's finest views over Capability Brown shaped parklands, the world's most popular luxury shopping outlet, the UK's only crocodile zoo, cookery courses with expert tuition from the best, the oldest public museum and the oldest Botanic Garden in the world, the oldest University in the English-speaking world, the birthplace of the Arthurian legend, Britain's oldest chalk figure or picture-perfect villages – don't look any further, as Oxford has got them all!

Accommodation & Transport

We have links with A2Dominion which offer a variety of housing for public sector workers at a reduced rate.

There are many useful websites for more information about accommodation such as - www.dailyinfo.co.uk/oxford-accommodation

Links to main transport information: https://www.oxford.gov.uk/info/20012/parking_and_travel/495/public_transport

Links to London

Trains from London leave Paddington every half hour and takes approximately one hour. **Bus** – the Oxford Tube and X90 both leave London's Victoria Station every 12-20 minutes. **Park and Ride** – there is a great park and ride service in Oxford.

Centre of Academic Excellence / University City

Teaching has been taking place in Oxford since at least 1096 and developed rapidly through the 12th century. The university has played a major role in the intellectual life of the country since its early days. It has a total student population of over 40,000 (including students at both Oxford and Oxford Brookes universities). Most university and college buildings are located in the centre and are easily reached on foot or by bike.

Anything else?

Oxford frequently attracts 7 million visitors per year for a very good reason. One of the most enjoyable things you can do – weather permitting – is go punting along the river Cherwell. Should the rain strike, however, get into the academic spirit of Oxford and visit the historic Bodleian Library – which was opened in 1602!