



CANDIDATE INFORMATION BROCHURE



Meadstead
Primary Academy
To make our best better



Academies
Enterprise Trust
To make our best better

To inspire young people to make their best better

February 2018

Welcome from the Headteacher



Thank you for your interest in our school and I delighted that you are considering joining us and our lovely village school setting.

This is an exciting time for our Academy and the Academies

Enterprise Trust as we continue to build upon our 'Good' Ofsted rating and move towards Outstanding. I was appointed as permanent Head Teacher in January 2016 At the Academy we are keen to continue to build a strong team that shares the same moral purpose and values of providing an outstanding education for the whole child.

We are looking for colleagues who have a passion for learning and who wants to make a difference to the lives of children.

Our Governing Body is very committed, hard-working and engaged with the Academy. We feel the best education is a partnership between the Academy and home and believe that children work best when home and the Academy work together. Our parents are very supportive and have a thriving PTA that supports all school events and children extremely well. Both of these stake holders are very good at keeping us on our toes – something we welcome and encourage!

We embrace new ideas and ways of working and I actively welcome you to come and visit and have that all important first conversation.

I hope you take the opportunity to visit us.

I look forward to meeting you and reading your application.

A handwritten signature in black ink, which appears to read 'Nichola Smith'.

Nichola Smith - Head Teacher

Meadstead Primary Academy

Based in Royston, Barnsley, Meadstead Primary Academy was established in June 2013 with 223 on roll.

After four years of transition as an AET academy with a significant programme of staff development, rightsizing and budget rebalancing, the Governors, staff and sponsor have created a stable school with much improved outcomes. The challenge now is to continue to develop the school to the level of academic achievement and attainment that its pupils deserve.

The school is currently rated as GOOD by its' last Ofsted inspection in November 2014, and during the time since this inspection has gained the confidence of the community. The Academy aspires to become a focal point for the educational and cultural development of Royston and has strong community links led by a successful community team.

School Leadership

In January 2016 the academy welcomed our new Headteacher Nicola Smith. The leadership group comprises of a Deputy Headteacher (Haley Haddy) and two middle leaders who work within KS1 and KS2.

The AET Yorkshire Cluster

Although part of Academies Enterprise Trust network of 66 schools nationally we work closely with our Yorkshire Cluster which consists of Shafton Primary, St Helen's Primary Academy, Cottingley Primary Academy, Feversham Primary, Swallow Hill Community College and Firth Park Academy.

Ofsted

To view our current Ofsted report please click [here](#).

To view our current performance please [click](#).

We urge you to visit our website at www.meadsteadprimaryacademy.org to get a feel of how we are helping to transform the lives of all our children.

Our Ethos

At Meadstead Primary Academy children are supported and nurtured in order to develop their aspirations for their future as learners and as positive contributors to society. We expect every child to put learning first, work hard and show respect in order to achieve the highest standards. We offer a safe and enjoyable learning environment where excellence is promoted.

The Academy will:

- Work to ensure that every pupil leaves the Academy at the end of Y6 with the sufficient skills in literacy and maths to be able to access their secondary curriculum.
- Work to ensure that many pupils leave the Academy at the end of Y6 with skills in literacy and maths that are above the national average.
- Work to ensure that every pupil has an appreciation of a wide range of academic subjects and has had an opportunity to direct their own learning in line with their interests through the delivery of a creative curriculum.
- Work to ensure that every pupil has the highest aspirations and expectations for themselves and understands the importance of effort in achieving these.
- Work to ensure that every pupil understands how to keep themselves as healthy and safe as possible.
- Work to ensure that every pupil learns how to conduct themselves well in both formal and informal social settings and understands the importance of following rules.
- Work to ensure that every pupil has an understanding of the skills needed to be a good learner and is able to demonstrate and explain a number of these.

Pupil Voice: What should our new Teacher be like?



..... I would like for them to be a really good teacher, who makes our learning fun.

..... I want our new teacher to be able to keep us safe.

..... I want our new teacher to be able to help me learn, especially when I find it really hard.

..... I would like our new teacher to be happy when in school and help me get the best education possible.

..... I would like our teacher to help Mrs Smith make our school Outstanding, as we deserve it.

Job Description

Post: Teacher

Responsible to: Head Teacher

Purpose of Job:

To carry out the professional duties (core standards) of a teacher other than a Head Teacher as described in School Teachers' Pay and Conditions of Employment Document. To teach designated pupils and undertake associated pastoral and administrative duties as well as other general responsibilities, having full regard for the school's ethos, aims and policies.

To undertake tasks related to the development of a curriculum area.

The post holder must at all times carry out his/her responsibilities within the spirit of Academy policies.

- This job description outlines, within the terms of your conditions of employment, the range of professional duties that are attached to your post. It is not a comprehensive definition of these duties. These will be negotiated with the Headteacher on appointment.
- Your terms and conditions of employment are referred to in the statement of particulars provided to you at the time of your appointment.
- You will be required to perform duties described in the School Teacher's Pay and Conditions Document.
- You will be available for work for the number of days and the hours of duty, which conform to the statutory requirements of current legislation.
- This job description may be reviewed annually, and it may be amended at any time during the year after consultation with you.

General Responsibilities

- The education and welfare of a designated class or groups of children.
- To lead the Learning & Teaching within the classroom in accordance with the Academy Learning and Teaching policy and in pursuit of the highest standards of pupil achievement.
- To ensure that the requirements of the National Curriculum, the school aims and vision and all policies are complied with.
- To share responsibility for the well-being and behaviour of all pupils.
- To implement and maintain the school's policy on discipline and behaviour.
- To acknowledge that good, or above standards of learning and teaching will ensure all pupils make better than excellent progress.
- To pursue the aims of the school in a positive manner and promote the agreed ethos.
- To work co-operatively within a whole staff team, and within the year/teaching and learning group to achieve continuous improvement with constant regard to quality in both learning and teaching.
- To teach pupils according to their individual needs, including the planning and assessment of work in line with agreed policies of the school.

- To monitor and assess children's progress and report to parents.
- To support the school's endeavours to meet the needs of its community.
- Participate in the school's performance management process.
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Particular Responsibilities

- To promote and monitor the organisation of the learning and teaching through a particular subject throughout the school.

Class Teacher Responsibilities

Knowledge and Understanding:

- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development
- Select and make good use of a range of resources including ICT.
- Be familiar with the school's current systems and structures including Child Protection Procedures.
- Understand how summative and formative data can be used to set clear targets for achievement.

Monitoring and Assessment:

- Assess and record each pupil's, groups of pupils and cohort progress systematically within the statutory requirements and school's assessment policy.
- Mark and monitor providing constructive feedback and setting targets for future progress.
- Share information on progress with children and parents and carers.
- To continually assess pupil's learning to inform planning to provide challenging targets which are regularly reported to parents and SLT.
- To assess and record pupil's achievements and progress and report to parents.

Planning, Teaching and Class Management:

- To plan programmes of work for pupils in co-operation with teaching colleagues within the team in order to ensure that all children taught by members of that team experience similar learning opportunities.
- Consistently and effectively plan lessons and sequences of lessons to meet pupils differentiated needs, ensuring children are motivated and challenged.
- To produce written records of such planning in accordance with school policy.
- Ensure effective teaching of whole classes, groups and individuals.
- Consistently and effectively use a range of appropriate strategies for teaching and classroom management ensuring high expectations of attainment and behaviour.
- To use the professional development review to reflect and evaluate practice and as a tool to improve effectiveness.

- Be familiar with the SEN Code of Practice.
- To contribute to meetings, discussions and management systems necessary to ensure the co-ordination of the work of the school as a whole.
- To ensure that the classroom is kept tidy and attractive, with children's resources readily available for them to find independently.
- To contribute to the ideas within and the implementation of the School Improvement Plan.
- To supervise the use of support staff relevant to the class.
- To contribute to the provision of a safe and secure learning environment.

Other professional requirements:

- To implement national strategic and agreed school initiatives.
- To contribute to and support school improvement.
- To maintain a learning environment that encourages independence.
- To maintain and update a portfolio to include record of professional development reviews, personal lesson observations, achievements, training received.
- To take responsibility for leadership & development of curriculum areas where applicable.
- To work with Inclusion Co-ordinator to maintain, update and review the provision for vulnerable pupils.
- To contribute fully to the life of the school community.
- Establish and maintain effective working relationships with colleagues and parents.
- Participate in meetings with colleagues and parents.
- Take responsibility for your own professional development.

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 Principal/Head of Education.
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.

Recruitment and Selection Policy Statement

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Person Specification

The extent to which an applicant meets the person specification will be assessed through the following:

- A Application form,
- D Documentary evidence, such as certificates
- I Interview
- PT Presentation/Task
- R References

	Essential	Desirable	Assessed through
Qualifications			
Qualified teacher status (QTS)	X		D
Further professional study, eg MA, SENCO Award		X	D
Recent and continual professional development relevant to the post		X	D
Knowledge and Understanding			
A strong commitment to inclusion, with high expectations for all learners	X		A I PT R
A good understanding of effective strategies for prompting and maintaining positive behaviour in the classroom	X		A I PT R
An understanding of what makes an outstanding lesson	X		PT I R
Highly skilled in the use of IT to enhance learning	X		A I PT R
Knowledge and understanding of effective curriculum planning, assessment and record keeping	X		A I PT R
Knowledge of the new SEND reforms	X		A I PT R
Understand the role of parents and the			A I

community		X	PT R
	Essential	Desirable	Assessed through
Personal competencies			
Excellent communication skills that motivates and inspires others	X		A I PT R
To have emotional resilience and understand your own limitations	X		A I PT R
A skilled and effective classroom practitioner	X		A I PT R
To have high levels of personal integrity, honesty and strong moral purpose to provide an outstanding education for all	X		A I PT R
To have a personal drive that enhances your standing in the Academy	X		A I PT R
Proven skills in leading, developing and motivating staff to secure school development	X		A I PT R
Experience			
Ideally to have passed induction year but open to NQT's		X	A I R
Experience of working with a variety of stake holders to improve the quality of education		X	A I PT R
Experience of participating in in-service training		X	A R

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 64 schools (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.

Our commitment to training and personal 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.

For further information about the Academies Enterprise Trust please visit our website www.academiesenterprisetrust.org or contact recruitment@academiesenterprisetrust.org to answer any questions you may have.

Staff Benefits

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.