

# KS2 Class Teacher

## Application Pack

Location: Dorothy Barley Junior Academy, Ivinghoe Road, Dagenham RM8 2NB

**REAch2 Registered address:**

REAch2 Academy Trust

REAch2 Academy Trust

Enhurst Ridge Primary Academy,

Enhurst Ridge, Branston,

Burton Upon Trent,

Staffordshire, DE13 9SZ

[www.reach2.org](http://www.reach2.org)



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## Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

## The application process and timetable

You are invited to submit an application form, which is available together with this document.

**Closing date for applications: 20<sup>th</sup> May 2019 12 noon**

**Interviews: 23<sup>rd</sup> and 24<sup>th</sup> May 2019**

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact the school on **020 8270 4962** or **office@d-barley-j.bardaglea.org.uk**

**Completed application forms should be sent to:**

Miss L O'Connor

**Email:** loconnor@d-barley-j.bardaglea.org.uk

**Equal Opportunities Monitoring forms should be sent to:**

As above

**E-mail:** As above

## Dorothy Barley REAch2 Academy

Dorothy Barley Junior Academy is a 4 form entry school located in Dagenham close to Becontree tube station on the District Line. We have 440 pupils on roll and cater for Key Stage 2 children only. We also have a 12 place Special Needs base on site for children with Moderate Learning Difficulties. Our classrooms are well equipped; we have a garden area and pond and share a large field with the Infant site.

Our children are kind, funny and enthusiastic- they like to learn and need great teachers who will help them achieve their full potential. If you are passionate about teaching and about improving the life chances of children then come and join the team at Dorothy Barley. Visits are most welcome.

## Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

## Our Regions

- West Midlands covering - Staffordshire, Warwickshire, Birmingham and Telford
- East Anglia covering – North East Essex and Suffolk
- South Central covering - Croydon, Bexley, Kent and Sussex
- North Central covering – Essex, Reading, Hertfordshire, London

## Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity.

Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.

- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately

and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: [www.reach2.org](http://www.reach2.org)**

## Job Description

**Post:** KS2 Teacher

**Responsible to:** The Headteacher

**Salary/Grade:** MPS

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Scope:** Classroom teacher

**Duties:** The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

### **Responsible for:**

- Supporting the vision, ethos and policies of the school and promoting high levels of achievement in the Key Stage 2.
- Supporting the creation and implementation of the school improvement plan, particularly where it relates to the Key Stage 2.
- Evaluating the effectiveness of the provision in Key Stage 2 in close collaboration with the leadership team
- Organising and managing teaching and learning in Key Stage 2.
- The development and monitoring of the curriculum provision.
- Supporting the Headteacher in the monitoring of the quality of teaching and children's achievements, including the analysis of KS2 data.



- The pastoral care of children, promoting independence and good behaviour, in accordance with school policies
- Ensuring that parents are fully involved in their child's learning and development and well-informed about the Key Stage 2 curriculum, their child's individual targets, progress and achievement
- Developing the use of new and emerging technologies and techniques within the classroom

## **Teaching and Learning**

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective teaching and best use of available time
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Ensuring effective teaching and best use of available time
- Using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resource's and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support

- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and Mathematics
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

### **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Provide feedback for pupils and set targets together for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the pupil is achieving
- Prepare and present informative reports to parents.

### **Curriculum Development**

- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Contribute to the whole school's development activities

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

## Person Specification

Responsible for:	<p>Educational, emotional and social development of each of the children which form the class allocated for each specific academic year.</p> <p>Various curriculum areas with the changing needs of the school.</p>
Teaching ability and curriculum understanding	<ul style="list-style-type: none"> <li>• evidence of successful classroom practice</li> <li>• a clear understanding of the NC, planning, assessment and of modern truly interactive primary school teaching techniques</li> <li>• knowledge and experience of curriculum planning and assessment with particular regard to Key stages 2.</li> <li>• desire and ability to work closely as part of a team</li> <li>• awareness of national trends and developments</li> <li>• high expectations of self, pupils and staff</li> <li>• clear and balanced views about pupil welfare and discipline</li> <li>• understanding of child development and ability to recognise and respond to the individuality of pupils</li> <li>• a commitment to the integration of children with special educational needs in mainstream school environment</li> <li>• evidence of commitment to personal and professional development</li> <li>• commitment to the involvement of parents in their children's learning</li> <li>• Ability and willingness to teach across Key stage 2.</li> <li>• A good understanding of and commitment to interagency working</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>• well developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents, and pupils</li> <li>• personal and professional integrity</li> </ul>

	<ul style="list-style-type: none"> <li>• ability to work under pressure while maintaining a cheerful disposition</li> <li>• excellent organisational skills</li> <li>• flexible attitude towards responsibilities in school</li> </ul>
Management skills	<ul style="list-style-type: none"> <li>• Awareness of the process of inspections of schools for monitoring and evaluating the quality of a school</li> <li>• knowledge and experience of identifying and ordering equipment/resources and being a budget holder</li> <li>• To be able to monitor, evaluate, lead and develop subject/s within the school</li> <li>• an understanding of the role of governors</li> <li>• experience in leading meetings (e.g. curriculum)</li> <li>• experience of managing adults in the classroom</li> <li>• experience of supporting and developing colleagues</li> </ul>
Other qualities	<ul style="list-style-type: none"> <li>• commitment to the job and the school</li> <li>• ability and commitment to work closely with, and support the Head</li> <li>• Willingness to contribute to all areas of school life.</li> <li>• strong commitment to the importance of the school as part of the community.</li> <li>• a strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child</li> <li>• a sense of balance - with a life outside of school</li> <li>• sense of humour!</li> </ul>

## Person Specification

FACTORS	ESSENTIAL	DESIRABLE	MEASURED BY
<b>QUALIFICATIONS AND SKILLS</b> <ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Graduate</li> <li>• Clear communication/questioning skills - precise approach to written communication</li> <li>• ICT competent - Able to use IWB</li> <li>• Able to inspire children's interest in learning</li> </ul>	Essential Essential Essential  Essential Essential		A A O I A  O O
<b>SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Knowledge of strategies to support learning, progress and standards across the curriculum in KS2 - evidence of impact on progress</li> <li>• Knowledge of how ICT can be used to support/ enrich learning</li> <li>• Effective classroom management skills - able to provide an effective environment for learning</li> <li>• Clear understanding of the role of assessment in the development of learning</li> <li>• Successful record of teaching within primary</li> </ul>	Essential  Essential  Essential  Essential		A R O I  A  O  A O I  A O I R
<b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"> <li>• Flexibility of approach</li> <li>• Well organized</li> <li>• Supportive - able to work as part of a team</li> <li>• Able to respond to and seek advice</li> </ul>	Essential Essential Essential Essential		R O R I R R
<b>INTEREST AND MOTIVATION IN THE JOB</b> <ul style="list-style-type: none"> <li>• Enthusiasm for children's learning</li> </ul>	Essential		O I R A
<b>*Key: A=Application, R=Reference, O=Observation, I=Interview</b>			