

Candidate Pack



About the School

Nova Primary Academy is an ambitious mainstream 4-11 primary school with an inclusive Deaf Hub. The Hub is funded by the High Needs Block and has high needs places for eight pupils. It is also a centre of expertise, providing outreach, training and support for schools who have Deaf pupils on roll throughout the City.

Our ethos is one of calm, purposeful learning, within a harmonious and inclusive community, which we are proud to serve. Currently, there are 370 pupils on roll in two form entry classes, of which 12% have SEND (of whom 20 have EHCPs), 41% are eligible for free school meals and 46% are pupil premium.

We are located within the bustling city of Peterborough and enjoy direct rail links with London. Peterborough is known for its diverse and inclusive culture which is something we celebrate throughout our school; with 28% of our pupils having English as an additional language. We are proud to serve the families of South Bretton and western Peterborough.

We have high expectations for all our pupils and staff, and consider our families to be partners, recognising the vital role that they play. We want to work together as a team, to fully realise the potential of all of our children.

We are on a mission to create a school which enables all pupils to believe that anything is possible and that there are no limits to their potential and achievements.

We work closely with our four Trust schools (Jack Hunt School, Longthorpe Primary School, Ravensthorpe Primary School and Thorpe Primary School), as all schools are within a maximum 15-minute walking distance from each other, which allows us to work collaboratively with our peers across both primary and secondary settings. We are all proud members of Peterborough Keys Academies Trust.

We have recently completed works on refreshing the front façade of our school building, as well as making improvements to our general classrooms and facilities. We benefit from wide outdoor spaces, including a luxurious school field and dedicated play areas and outdoor learning environments. Due to the locality of Jack Hunt School and Ravensthorpe Primary School, our pupils are able to benefit from the Forest School environments located at the two school sites.

We welcome new colleagues to join our dedicated team, who will bring energy, optimism and a drive to build dreams for our pupils.

Nova; a burst of light and energy in a star

About the Trust

Our trust is a vibrant, diverse and ambitious group of five academies in west Peterborough. Formed in 2018, we are a relatively young trust, which emerged from a strong, but loose, alliance of primary schools working with our large Jack Hunt secondary school. Dr Ian Young joined the trust as its first full-time CEO in September 2022 and has led work to create the Strategic Plan 2023-26.

Our schools serve communities which have many similarities but also significant differences, due to the cultural and economic diversity of the city. We celebrate these differences and ensure that each school retains a distinct identity within the trust.

Working together as a multi-academy trust has allowed us to use the expertise across our 5 schools to meet our common goals to give our pupils and students an inclusive, innovative learning community that respects and benefits everyone and has aspirational plans for the future. Our vision is to unlock the potential and create strong life chances for all the children we educate.

To ensure the transition from Primary to Secondary school Jack Hunt School are proud of our Year 7 'My World' curriculum. This has been carefully planned to support the best outcomes for students and encourage independent and reflective learners, through the development of exhibition standard project work.

Our rich offer for all the children in our Trust includes a wide range of sporting activities and undertaking sports leadership courses; University visits in both Key Stage 2 and Key Stage 5; day trips, educational visits and residential; theatre groups in school and educational visits to theatre productions; and a wide of competitions where pupils and students can showcase their talents.

All in our trust have high aspirations for, and high expectations of, every single pupil and student. We want them to be well-rounded, confident, caring young people with leadership skills who are motivated to achieve their best in lessons and beyond the classroom. We want them to be involved in the school, local and global community and leave us as life-long learners, equipped to build on their success and contribute positively to our future.

The central Trust team are available to provide support and guidance to all schools and staff. Director of School Improvement, Ali England is available to discuss any aspect of these roles and provides ongoing support in all aspects of Teaching & Learning. (aengland@pkat.co.uk)



PETERBOROUGH KEYS
ACADEMIES TRUST

Job Information

Job Description

Job Description: Class Teacher

Salary: Main or Upper pay Scale or Unqualified

Contract type: Permanent, Full-Time or Part Time

Reporting to: Phase Leader, Deputy Headteacher, Headteacher

In accordance with the school's policies and under the direction of the Headteacher:

Job Purpose

To work in partnership with the Headteacher and Senior Leadership Team in shaping the vision and direction for the school, setting high expectations with a clear focus on pupil's achievement and assessment.

Safeguarding

- Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Teaching

- plan and prepare sequences of lessons, units of work that deepen pupil understanding of key concepts and complete planning documentation
- set, mark and feedback on work to be carried out by the pupils in your class and any pupils assigned to you, in line with school policies
- teach, according to their educational needs, the pupils in your class and any pupils assigned to you
- promote the intellectual, physical and personal abilities and aptitudes, and the general progress and well-being of pupils
- provide guidance and advice to pupils on educational and social matters and, where appropriate, on their further education

Assessments and Reports

- assess, record and report on the development, progress and attainment of pupils
- provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils
- make records of and reports on the personal and social needs of pupils
- communicate and consult with the parents of pupils
- communicate and co-operate with support agencies outside the school and participate in meetings arranged for any of the purposes described above
- communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.
- participate in arrangements for preparing pupils for externally assessed tests and record and report such assessments

Performance Review, Induction, Further Training and Development

- keep under review your methods of teaching and programmes of work, in line with school policies, protocols and agreed ways of working, as well as actively participating in arrangements for your further training and professional development as a teacher, including leading your own learning and research
- participate in arrangements for the appraisal and review of your performance and that of other teachers.
- actively take responsible for developing your own practice and the school's performance management process

This job description will be reviewed periodically.

This job description sets out the main duties to be covered in respect of remuneration at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify Trustee consideration of revising the allowance remunerated.

Person specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Qualifications and Training

- Qualified teacher status and a Degree.
- Any other relevant teaching/coaching qualifications / Certificates

Skills and Knowledge

- An inspirational classroom teacher with proven delivery of high-quality outcomes.
- Excellent data analysis and production of quality reports.
- Exceptional leader who can produce, implement, and review action plans, enabling improvement.
- Sound judgement. Sound administrative skills.
- Highly developed communication skills in all contexts.
- An excellent knowledge of current safeguarding regulations, best practice and strategies for pastoral issues.
- Good knowledge and understanding of how to safeguard children
- Good knowledge of the National Curriculum and the key objectives children need to master to be successful
- Good understanding of the effective teaching of Literacy and Numeracy
- Good understanding of successful collaborative approaches to learning
- Good understanding of strategies to develop metacognition with pupils and critical thinking
- Good understanding of what ensures children make the most progress they can and strategies to ensure this – up to date with current, relevant research
- Knowledge of effective strategies to include and meet the needs of all pupils, including, EAL, SEND and Current High Attainers
- Good knowledge of effective assessment strategies, including Assessment for Learning, to identify next steps for pupils and to inform planning
- Able to ensure children own their learning and are fully aware of their strengths and next steps
- Knowledge and understanding of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN, Child Protection
- Able to build positive, caring relationships with all pupils and stakeholders and ensure credibility with all children in the classroom
- Uses an effective range of strategies for feeding back to all children regularly about their learning, using a range of strategies, predominantly verbal, to maximise pupil progress
- Ability to plan effective learning opportunities for all pupils, using regular formative assessment, setting clear learning intentions and enabling relevant, challenging differentiated/scaffolded tasks
- Able to plan a real and relevant programme of learning that includes pupil voice and makes purposeful links across the curriculum, particularly applying Literacy and Numeracy skills
- Able to adapt lessons live according to need of children to enable good progress
- Ability to provide opportunities for deep learning and enable children to think critically
- Creativity in establishing a happy, purposeful, challenging/scaffolded learning environment that enables all children to learn and fosters independence
- Able to get children to take ownership and responsibility for their own learning to a high level (appropriate to age)
- Able to develop effective working walls to support children's learning journeys
- Able to use critical thinking tools effectively to deepen understanding
- Good, confident ICT knowledge and skills, used to engage pupils with their own learning
- Able to get QLA from tests and data analysis to effective use to raise standards

Experience

- Delivering high quality teaching in a primary school
- Experience of working with SEN students in a whole class setting
- Safeguarding in a primary school
- Successful experience of planning, assessing and monitoring the curriculum
- Successful experience of teaching in relevant Key Stage / year group
- Is a consistently good/outstanding teacher
- Successful Subject Leadership
- experience/confident enough to lead a foundation subject
- Experience of working in more than one school
- Successful experience of subject leadership to improve teaching and learning

Personal Competencies and Qualities

- Ambitious, empathetic, compassionate, empowering.
- Highly visible, approachable, collaborative, and supportive.
- Capable organiser, planner, and administrator.
- Confident communicator with a passion for education.
- Self-knowledge and reflective.
- A firm commitment to improving outcomes, life-chances, and pastoral care in education. Resilient, personable, tactful, unwavering.
- Natural authority, leadership by example, personal integrity and authentic. Ability to hold others to account.
- Energy, imagination, courage to innovative.
- A sense of perspective.
- A commitment to safeguarding children and promoting the welfare of children and young people
- Develops positive and caring relationships with all children
- A positive and reflective practitioner who has high expectations of self/colleagues and children
- Flexible/adaptable - has a readiness to take a whole school perspective and cope positively with change – has a 'can do' attitude
- Passionate about educating children through a relevant curriculum
- A willingness to learn from research and colleagues, a commitment to excellence, school improvement and to promote the aims, values and vision of the school
- Good interpersonal and communication skills, utilised to engage staff, parents with their children's learning
- Positive in receiving feedback from subject/senior leaders about areas for improvement and acts upon this in a timely way
- An effective and active team member
- Manage own workload effectively and respond swiftly to tight deadlines, managing stress
- Dedicated, committed and willing to go the extra mile
- Able to follow & promote school protocols and policies consistently and to good effect
- Willing to assume other tasks commensurate with the role
- Able to think creatively to solve problems
- Willing to take risks in the classroom
- Willingness to be involved in extracurricular activities and school events

Work for Us

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment.

We are keen to reward and recognize our staff and have developed a comprehensive range of employee benefits to achieve this.

Our staff benefit from:

- Professional Development and extensive CPD programmes
- Perkbox employee benefits platform providing big discounts on shopping, dining and entertainment
- Generous Occupational Pension Schemes (employer contributions of 28.6% Teachers Pensions Scheme)
- Generous sickness benefits to support you in a time of need
- Free parking at all PKAT schools
- Nursery provision
- Free on-site annual flu vaccination scheme
- 24/7 free and confidential Employee Assistance Programme
- Wellbeing programme and support
- Additional planning days
- iPads or Laptops for all teaching staff

Our people vision:

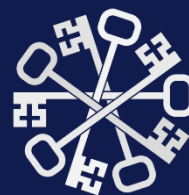
- Our people are proud of our Trust and the difference we make to young people
- We are all hungry to learn and we offer career development and opportunities for all
- Everyone enjoys coming to work, we are inclusive and listen to our people
- Our leaders serve our people ensuring their professional and personal need are supported
- Our people go the extra mile because they feel well rewarded and valued and that we care

Safeguarding Statement

Peterborough Keys Academies Trust (PKAT) and Nova Primary Academy are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.



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**PETERBOROUGH KEYS
ACADEMIES TRUST**

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