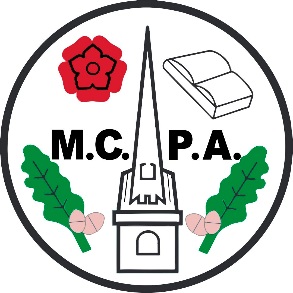
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Middleton Cheney Primary Academy

**Proud to be part of the Prime7 Multi-Academy Trust**

**Middleton Cheney, King’s Sutton and Chipping Warden Primary Academies**

**Candidate Information Pack**

**2018**

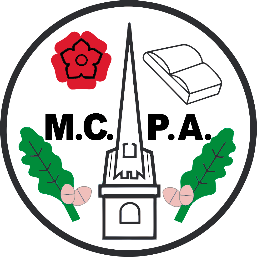
**School values**

respect, trust, teamwork, resilience, kindness, empathy, honesty and friendship

**Key skills for learning**

Independence, risk-taking, communication, challenge, responsibility and creativity

**BRITISH VALUES**  
democracy, rule of law, individual liberty, mutual respect and tolerance



**MIDDLETON CHENEY PRIMARY ACADEMY**

**Main Road, Middleton Cheney, Banbury, OX17 2PD**

**Tel: 01295 710218** [**www.mcpa.org.uk**](http://www.mcpa.org.uk)

**Email: bursar@middletoncheney.northants-ecl.gov.uk**

Dear Colleague

On behalf of governors, staff, parents and pupils, I am delighted to welcome your interest in the role of main scale teacher here at Middleton Cheney Primary Academy. We currently have a KS2 position available - a **Permanent Full Time Teacher** to join our friendly, passionate and committed teaching staff in 2019.

**The role will be main scale teaching positions and could be suitable for either experienced or newly qualified teachers.**

Middleton Cheney Primary Academy is proud to be part of the Prime7 Multi-Academy Trust and works in collaboration with two further local schools (Kings Sutton & Chipping Warden) to secure positive outcomes for all the pupils in our care.

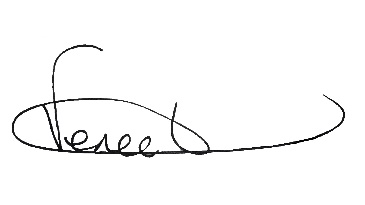
We are a ‘Good’ school (Ofsted Feb’16) with aspirations to be ‘Outstanding.’ While we are fully pledged to raising standards in literacy, mathematics, science and computing we are passionate about celebrating and empowering the ‘whole child’ and retain our commitment to all the foundation subjects including sport, music, and the arts. We embrace the outdoors, advocate key skills for learning including **Independence, Risk-taking, Communication, Challenge, Responsibility, Creativity, Leadership & Questioning**, promote our School values of **Respect, Trust, Teamwork, Resilience, Kindness, Empathy, Honesty** & **Friendship** and endorse the British Values of **Democracy, Rule of Law, Individual Liberty, Mutual respect** & **Tolerance**.

**We offer**

* A position in a popular, friendly and lively two form entry village school (NOR 390)
* A dedicated and experienced team of teachers and support staff
* A school that prides itself on its high standards of behaviour and positive attitudes to learning
* Pupils who are enthusiastic about their learning and want to reach their potential
* Supportive parents
* Opportunities to develop and lead areas of the curriculum
* CPD development opportunities both within the school and across the Multi-Academy Trust

If you share our values and vision and are enthusiastic, dedicated and passionate about children and their learning, I invite you to make an appointment to visit our academy and see for yourself the opportunities we can offer.

**The closing date for applications is 4pm on Thursday 29 November and interviews will take place on Thursday 6 December.**

I look forward to meeting you and receiving your application.

Yours sincerely

Mrs Veneeta Rayner

**Headteacher of Middleton Cheney Primary Academy   
& CEO of the Prime7 Multi-Academy Trust**

**KS2 Teaching Position**

**Permanent Full Time**

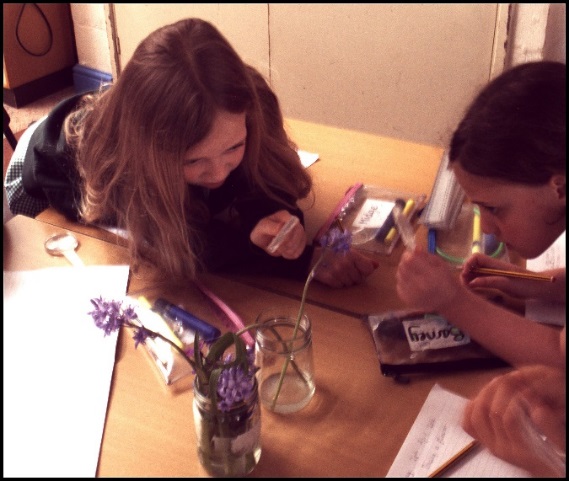
We are seeking a candidate who can demonstrate that they meet and

exceed the standards for teachers:

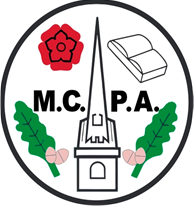
|  |
| --- |
| **A teacher must set high expectations which inspire, motivate and**  **challenge pupils** |
|  |
| * Establish a safe and stimulating environment for pupils, rooted in mutual respect |
| * Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
| * Demonstrate consistently the positive attitudes, school values, key skills for learning, British values and behaviour which are expected of pupils. |
| **Promote good progress and outcomes by pupils** |
| * Be accountable for pupils’ attainment, progress and outcomes |
| * Plan teaching to build on pupils' capabilities and prior knowledge |
| * Guide pupils to reflect on the progress they have made and their emerging needs |
| * Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
| * Encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| **Demonstrate good subject and curriculum knowledge** |
| * Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings |
| * Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| * Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject |
| * If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics |
| * If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| **Plan and teach well-structured lessons** |
| * Impart knowledge and develop understanding through effective use of lesson time |
| * Promote a love of learning and children’s intellectual curiosity |
| * Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired |
| * Reflect systematically on the effectiveness of lessons and approaches to teaching |
| * Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| **Adapt teaching to respond to the strengths and needs of all pupils** |
| * Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| * Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |
| * Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development |
| * Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them |

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| **Make accurate and productive use of assessment** |
| * Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
| * Make use of formative and summative assessment to secure pupils’ progress |
| * Use relevant data to monitor progress, set targets, and plan subsequent lessons |
| * Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **Manage behaviour effectively to ensure a good and safe learning environment** |
| * Endorse our clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy |
| * Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| * Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
| * Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **Fulfil wider professional responsibilities** |
| * Make a positive contribution to the wider life and ethos of the school |
| * Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| * Deploy support staff effectively |
| * Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
| * Communicate effectively with parents with regard to pupils’ achievements and well-being. |

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| **We would expect that our teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:** |
| * Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position |
| * Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions |
| * Showing tolerance of and respect for the rights of others |
| * Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs |
| * Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. |

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**MIDDLETON CHENEY PRIMARY ACADEMY**

Proud to be Part of Prime7

**Pre-employment Health Questionnaire**

Please complete this form to the best of your ability. This information will be used to assess your medical fitness for the post you have been offered.

You must answer all questions fully and honestly. Failure to do so may result in a delay to you starting your employment, an employment offer being withdrawn or terminating your employment. Please note this form does not require confidential medical information.

|  |  |
| --- | --- |
| Name: | Date of birth: |
| Job title: | |

1. Do you have, or have had, any medical issues with the following, which in your opinion, may impact your ability to carry out your new role?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Yes | No |  | Yes | No |
| Standing/walking |  |  | Use of shoulders or arms |  |  |
| Sitting |  |  | Use of wrists or hands |  |  |
| Bending/lifting |  |  | Use of legs |  |  |
| Climbing stairs |  |  | Use of back or neck |  |  |
| Seeing/reading |  |  | Memory or concentration |  |  |
| Speaking/hearing |  |  | Coping with anxiety |  |  |
| Learning |  |  | Changes in mood, emotion or behaviour |  |  |
| Fainting/unconsciousness |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 1. Are you currently receiving, or waiting, for any treatment or medication for a medical condition that may impact your ability to carry out your new role? |  |  |
| 1. Have you ever had any health conditions which may have been caused, or made worse, by work? |  |  |
| 1. Have you a health condition that may require adjustments to the workplace or job role in order for you to undertake your new role? |  |  |
| 1. Have you had an illness or absence lasting 4 weeks or more in the past two years and/or had more than 3 separate occasions of absence in the past year? |  |  |
| 1. Have you a medical condition that may require regular absence from the workplace in order to receive treatment or undergo investigations? |  |  |
| 1. Have you ever claimed a disability pension? |  |  |
| 1. Have you ever submitted an industrial injury claim? |  |  |
| 1. Have you ever been denied a job on health grounds? |  |  |
| 1. Do you have any medical condition or disability that you think as your employer we should know about? |  |  |
| 1. All the roles within the academy involve contact with students. Are you are aware of any medical condition that might affect your working with children? |  |  |

**Declaration**

* I confirm that the information I have provided is true to the best of my knowledge.
* I understand that if I have not disclosed medical information or I have provided information that is false or misleading this could lead to my employment being terminated.
* I understand that if I have answered ‘yes’ to any of these questions I may be referred to an occupational health adviser for an assessment to ascertain further information.

Signed: Print Name:

Date:

***Please return to Kathy Hale, Middleton Cheney Primary Academy***

# Person Specification: KS2 Class Teacher MPS

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | | Desirable |
| Qualifications  Evidenced in:   * application form | Qualified Teacher status.  Degree or Degree / PGCE. | | Evidence of INSET and commitment to further professional development.  Mathematics/Science/Art Skills and Qualifications.  Sports Coaching Qualifications. |
| Experience  Evidenced in:   * letter of application * interview * portfolio/presentation | The Class Teacher must have experience of:   * Delivering high quality teaching in KS2 within a school. * Experience of working with SEN pupils within a whole class setting. * Safeguarding in a Primary School. | | In addition, the Class Teacher might have experience of:   * Teaching across the whole Primary age range. * Working in partnership with parents. * Working with children and young people in different settings. * Working with children with specific SEN issues such as ADHD or Dyslexia. * Subject Lead |
| Knowledge and understanding  Evidenced in:   * application form * lesson observation * interview | The Class Teacher must have knowledge and understanding of:   * The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) * Effective teaching and learning styles. * The monitoring, assessment, recording and reporting of pupils’ progress. * What constitutes quality and high standards in learning within KS2 teaching and how to sustain this. * The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection. * The positive links necessary within school and with all its stakeholders | | In addition, the Class Teacher might also have knowledge and understanding of:   * Assessment tasks including curriculum tests. * The links between schools and other agencies. * Partner school and network meetings / activities including cross phase activities that enhance provision. |
| Skills  Evidenced in:   * letter of application * lesson observation * interview | The Class Teacher will be able to:   * Create a happy, challenging and effective learning environment. * Demonstrate commitment to learning from first hand practical experiences. * Promote the school’s aims positively, and use effective strategies to monitor pupil motivation and morale. * Develop good personal relationships within the school team. * Establish and develop close relationships with parents, governors and the community. * Communicate effectively (both orally and in writing) to a variety of audiences. | | In addition, the Class Teacher might also be able to:   * Subject co-ordinator * Lead additional enrichment and extra-curricular activities. * Demonstrate high level IT competencies. * Develop strategies for creating community links. |
| Personal characteristics  Evidenced in:   * letter of application * interview | The Class Teacher should be able to demonstrate the following personal qualities through the application and interview processes:   * The ability to work within and promote the distinctively Christian ethos of the school. * A commitment to inclusion. * Dedication and determination. * Approachability and empathy. * Organisation and resourcefulness. * Enthusiasm. * A commitment to reflective practice. * Patience: showing warmth, care, sensitivity and interest when dealing with children and carers. * Willingness to be involved in the wider life of the school. * Ability to work flexibly: self-evaluative adapting to changing circumstances and new ideas. | |  |
|  | |