



Primary School Classroom Teacher

Application Pack
October 2017



Dear Applicant

Thank you for expressing an interest in the post of Classroom Teacher at Tilstock C of E Primary School. This is a high achieving school that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement. We are therefore seeking to appoint an enthusiastic and passionate individual to join our school.

We are a strong Multi Academy Trust that put the children within our communities at the heart of everything we do. Our core belief is 'Achievement through caring'.

If you would like to attend or if you have any other queries, please email Julia Hipkiss, HR/Administrator – hipkiss.j@marchesschool.net or call her on 01691 664417. Further information about the school can be found on the school website.

The closing date for applications is **midnight on Sunday 15th October**. Candidates invited for interview will be notified by **Monday 16th October** and interviews held on **Friday 20th October**, times are to be confirmed. If you have not received a reply by this date, it will mean that your application has not been successful.

I look forward to receiving your application.

Yours sincerely

S Longville
Executive Headteacher



Marches Academy Trust

S Longville
Executive Headteacher of The Marches Academy Trust





Marches Academy Trust



Sir John Talbot's school



Tilstock C of E Primary School

The Marches Academy Trust is a multi-academy sponsor, based in Shropshire, which was developed from the highly successful Marches School, a National Leader of Education Support School with Executive Headteacher, Sarah Longville, a National Leader of Education.

We believe we have the capacity and experience to inspire and motivate students and staff and are committed to developing a family of academy schools with a shared set of visions and values. We believe successful, creative, lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage. As a single organisation, we believe firmly in collaboration and seek to bring schools together, respecting and learning from one another. We believe each school has their own strengths and we are committed to further developing their own individual identity, whilst sharing our core vision and values.

What is an Academy?

In the education system of England, an Academy is a school that is directly funded by central government (specifically, the Department for Education) and independent of direct control by local government. An Academy may receive additional support from personal or corporate sponsors, either financially or in kind, must meet the National Curriculum core subject requirements and is fully subject to inspection by Ofsted. Academies are self-governing and most are constituted as registered charities or operated by other educational charities.

To ensure that students benefited from the significant advantages this would bring, The Marches School converted to an Academy on 1st August 2011. Converting to an Academy has enabled us to:

- m Re-state our aims and redefine our vision for learning in the second decade of the 21st Century.
- m Build on our current strengths as an 'outstanding', high-performing comprehensive school and preserve the legacy of our specialisms in Technology, Leading Edge and Training School status.
- m Focus on meeting the needs of all learners in Oswestry and the surrounding area.
- m Seize the new educational agenda; work collaboratively with others, including the Local Authority, share information and take the opportunities to creatively use resources and make decisions that benefit the young people within the school's learning community.

Our family of schools currently includes:

The Marches School in Oswestry (Secondary 11-18)

Sir John Talbot's School in Whitchurch (Secondary 11-18)

Tilstock C of E Primary School

To find out more about The Marches Academy Trust please visit our website: www.marchesacademytrust.co.uk





Holistic education

Our ethos 'Achievement through caring' embodies the holistic approach we take to supporting students. We work in partnership to provide a caring, safe learning environment, in which students can thrive. We are fully inclusive and believe that local children should attend local schools. The curriculum taught within our schools is broad, well-balanced and flexible enough to meet the needs of each individual, encouraging and supporting our students to reach towards their full potential.

High standards

We set high standards for ALL students and, with the right education, we firmly believe all young people succeed. Our staff are dedicated and committed. We promote high quality professional development opportunities for all staff, enhancing links with other schools, colleges and universities. Making a positive contribution to not only the school, but the wider community, is integral to upholding these high standards. Poor behaviour is not tolerated in any of our schools.

Mutual respect

Ensuring that everyone in the school community feels safe, happy and cared for.

Choices

We believe strongly in providing young people with the skills and ability to make informed choices and to make the most of all opportunities available. We want our students to feel safe to take risks with confidence and courage.

Personal best

We all strive to achieve our personal best in our work. We believe in 'Praise and Raise' and promote a fully inclusive Rewards Programme across all schools designed to recognise those students who exceed their targets and go that little bit further to achieve their goals.

Innovative learning

Providing a high standard of education, which personalises the learning experience for each of our students, is at the heart of the trust's ethos. We aim to produce successful, resilient learners for the future, equipped with the skills that will enable them to prosper and achieve in the 21st Century. We believe that by making learning challenging, inspirational and engaging, it becomes collaborative, active and creative.

Our Values

Information about the School

'Achievement through Caring' is our core belief at The Marches School and it is central to all that we do. The school is a forward-thinking, innovative school, striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the 21st Century. We believe firmly in the need to keep moving forward so that our young people have the best possible experiences and life opportunities. The Marches is one of the largest secondary schools in Shropshire with over 1300 students currently enrolled and is located about ½ mile from the centre of Oswestry.

On 1st August 2011, The Marches School converted to an Academy and in 2014, The Marches became a Multi-Academy Trust and sponsored Sir John Talbot's School in Whitchurch. Executive Headteacher of The Marches Academy Trust, Sarah Longville, is a National Leader of Education and The Marches is a designated support school. As a single organisation we believe firmly in collaboration and bringing schools together with a united vision and core values.

Students at The Marches School achieve highly, year on year and in January 2015, The Marches School was ranked the 5th highest performing school in the county and highest performing state school in North Shropshire.

In 2013 we were reaccredited with the Investors in People Award, and in 2014 we were accredited with the Customer Service Excellence Award. As a school we believe that 'Achievement through Caring' is essential, not only to our work with young people but also to our work with one another. We invest heavily in CPD and have a Training Centre on-site, providing many opportunities for staff and the local community to progress in their learning. We provide a variety of courses ranging from

First Aid to Safeguarding. As a school with over twenty years' experience of teacher training we have partnered with Edge Hill University to deliver 'School Direct'. Our first full cohort of student teachers began with us in September of 2015 covering Secondary, Primary and Early Years phases. The course (including the academic content) is delivered here and participants are awarded PGCE/QTS at its conclusion. We also deliver National Professional qualifications at Middle, Senior and Head teacher levels.

All curriculum areas are extremely successful in engaging students in learning and the staff within departments give an incredible amount of time to support learning beyond the school day. The curriculum was rated 'Outstanding' by Ofsted and we offer students a strong core entitlement in English, Mathematics and Science whilst maintaining a broad and balanced experience. These high standards are mirrored across all curriculum departments, with innovative approaches implemented in both Key Stages 3 and 4. The curriculum seeks to ensure that all students find the right pathway for their future.

In September 2015 we introduced our Academic Mentoring Programme and along with the continuation of the Accelerated Reader Programme, this will continue the focus on developing the independent learning and thinking skills of our students. Within this model is also the creation of a Reading School. After lunch all students attend their vertical/House group for a 25 minute Reading Session. All students are expected to have a reading book (fiction) and not a magazine or newspaper for this session and students follow the Accelerated Reader Programme to ensure they are reading material appropriate for the reading level. The aim of this programme is to ensure that we are promoting independent reading as a school.

Across the school, we manage children through encouragement and motivation and run a very successful Rewards Programme. We are a friendly school in which necessary boundaries are observed, but an open and approachable atmosphere prevails. The progress and success of every one of our students is important, this is a school where every child matters.

In September 2013, we opened the Sixth Form which now has over 130 students in Years 12 and 13. We offer 24 different academic courses and have a combination of students who have previously studied at The Marches and a growing number of those who have joined from other secondary schools.

The school is very lucky to have a dedicated team of staff, students and parents who share the common vision. We are on an exciting journey and we hope that you read the information and, if possible, take the time to come and see, first-hand, the wealth of opportunities available to students. We are a supportive group of staff who are eager to learn from others and we would value you making an application to our school.



CPD Opportunities



In 2007, The Marches School in Oswestry became the first school within Shropshire to achieve Training School status. Designed as centres of excellence for training, Training Schools became specialist hubs for adult learning, providing a venue for high quality professional development. Over recent years, The Training School at The Marches, now known as Marches Training, has flourished and expanded into brand new, modern, fully equipped premises offering teacher training and training courses for the local and wider community. With these facilities the Academy Trust aims to provide a wide variety of CPD opportunities to all of our staff.

Continuous Professional Development

“CPD is a cornerstone of all that we do here at school. Keeping staff fresh, reinvigorated and moving forward ensures that not only do they maintain a positive outlook on their careers but it enhances the experience of students significantly.

CPD is not about ‘going on a course’ it is about a life led by learning. Looking at what you do as an individual will develop you as a professional (and often as a person!)”

“The Academy Trust wants to ensure that everyone has the opportunity to develop professionally whilst they are here. It is also about giving our staff the opportunity to prepare for their next promotion, their next move”.

Ruth Lloyd, Deputy Headteacher



Specific Training for Teachers

1 day subject specific courses run by training providers

Courses provided by examination boards
Curriculum content
CPD Genie training
Teacher Training
Mentoring
NQT mentoring
NQT statutory requirements
Whole School Training
Ofsted readiness
Lesson Observation Training
SEND training
Behaviour Management training
Assessment and marking training
Raising Awareness training
Development of pedagogy
ICT skill improvement
Collaborative planning
Undertaking ‘difficult’ conversations
Raiseonline
Multi Academy working

Masters Courses

NPQ Courses

NPQML
NPQSL
NPQH

Generic Training for All

SEND – specific areas e.g. ADHD
School policies and procedures
DDP/SDP training
Shadowing Colleagues
Primary/Post 16 involvement
Health and Safety training
First Aid
Food Hygiene
Time Management
Attending school events
Public Speaking
National Conferences (during school time)
Planning school trips
Writing a ‘bid’
Stress and stress management
Counselling skills
Discovering your strengths
Coaching and mentoring skills
Management skills
Making difficult conversations easy

...and many more

Employee Benefit Schemes

The Trust has teamed up with BHSF to provide a number of salary sacrifice benefit schemes to its staff. Salary sacrifice enables staff to give up some of the cash value of their pay to receive other benefits which saves on tax and national insurance. The Trust currently runs the following salary sacrifice schemes:

Childcare Vouchers – Typical saving of 32% on paying for childcare; can include nurseries, child-minders or breakfast/after school clubs

Bikes - Typical saving of 32% on the cost of a new bike supplied via Halfords or independent bike shops

Mobile Phones – Typical saving of 32% on the cost of smartphones and accessories

Computers – Typical savings of 12% on the cost of Desktop machines, Laptops and iPads

Car Lease Scheme – Cars available from a wide range of manufacturers; includes all maintenance, insurance and servicing. Savings depend on the CO2 emissions of the vehicle.

The Trust also has arrangements with a number of local gyms and health clubs which offer our staff membership at discounted rates.



Vacancy Details

We are a strong Multi Academy Trust that put the children within your communities at the heart of everything we do. Our core belief is 'Achievement through caring'.

An exciting opportunity has arisen to join our strong team across the Trust. We are seeking to appoint an innovative and motivational Classroom Teacher, with a desire and commitment to raise achievement of pupils.

We are looking to appoint a passionate and inspirational individual and outstanding practitioner to our Classroom Teacher post initially based at Tilstock Primary School. Applications are welcome from NQT's. There may be a requirement to work at schools within the Trust.

You must have;

- A proven track record in outstanding teaching and learning with an excellent understanding of how children learn best and a commitment to ensure high standards across the school for pupils achievements and behaviour
- Excellent interpersonal skills
- Experience in teaching across the primary key stages
- Commitment to engaging the local community
- Energetic, enthusiastic and positive with a good sense of humour!
- Enthusiastic and able to encourage parents and carers to work in partnership with the school and to engage their children's learning

Becoming part of the Marches Trust you will join;

- A community of learners that works together to ensure that children remain at the heart of all we do
- A supportive, friendly and happy team
- A dedicated Governing Body
- A Trust that is a teaching school investing in professional development, the development of the leading opportunities that will help you to grow personally and professionally
- A community that has supportive parents and children who want to learn.
- An ambitious and dynamic Executive Headteacher and Leadership Team

There is a likelihood that the successfully shortlisted candidates may be observed in their current teaching positions (notice of visit dates will not be given, however permission to visit will be sought beforehand).

Closing date is midnight on Sunday 15th October 2017

Interviews will be on Friday 20th October 2017.

If you require further information about this post please contact Julia Hipkiss, HR Administrator on 01691 664417 or Hipkiss.j@marchesschool.net If you are interested in applying for this post, please visit our online recruitment site via the school's website www.marchesschool.co.uk (Please note we do not accept CVs).

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.

**** Please note that you may be required to work across other schools in the Academy Trust if required.***



Job Description

POST TITLE: Classroom Teacher
GRADE: MPR
FULL TIME/PART TIME: Full Time
POST STATUS: Permanent

DUTIES

The Conditions of Employment of School Teachers (Schedule 3) specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

MAIN DUTIES:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- To promote and support the school's Christian Ethos
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and whilst observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration with learners, parents/carers, Governors and Trustees, other staff and external agencies in the best interests of pupils
- Take responsibility for promoting and contribute towards the safeguarding and welfare of children and young people within the school

TEACHING AND LEARNING

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum, (encompassing all changes) and strategies, and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;
- Take responsibility for the development and monitoring of a curriculum area(s) curriculum aspect(s) as agreed;
- Ensure that parents are well informed about the school's curriculum, its targets, children's attainment and their part in the process of improvement.
- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on this demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging precise learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment

- Make accurate and productive use of assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

ADDITIONAL DUTIES

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people
- Assist in the organisation, planning and delivery of assemblies/acts of collective worship as and when necessary;
- Be supportive of the church and community activities;
- Communicate and work effectively with Governors and Trustees.
- Work collaboratively with others to develop effective professional relationships
- Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate effectively with relevant external bodies.
- Make a positive contribution to the ethos of the school.

PROFESSIONAL DEVELOPMENT

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

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 above.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Evidence of involvement in INSET as a participant and as a provider • Willing to undertake SEN training 	<ul style="list-style-type: none"> • SEN qualified
Relevant Experience	<ul style="list-style-type: none"> • Working within a variety of schools throughout the primary age • A successful PGCE year • Working with governors • Leading an area of curriculum development • The process of school development and improvement planning 	<ul style="list-style-type: none"> • SEN work within a key stage • Working with children from a variety of social backgrounds • Teaching in more than one Key Stage • Leading a whole school activity or initiative
Knowledge and Understanding	<ul style="list-style-type: none"> • The Ofsted Inspection Framework and the process and place of self-evaluation • Current curriculum contribution and the school's role in providing for all pupils • The principles of community education and parental involvement 	<ul style="list-style-type: none"> • SEN code of practice • Monitoring and assessment across a key stage • Using SIMs
Skills	<ul style="list-style-type: none"> • Use ICT extensively with confidence and enthusiasm • Listen and respond to adults and children, using good interpersonal skills • Take a positive attitude to behaviour management • The use of ICT in lessons and for personal documentation. • The ability to display students work. 	<ul style="list-style-type: none"> • Show evidence of his or her involvement in a PTA or Parents Association, or a wider community activity • Take responsibility for management across a key stage • An understanding of the use of interactive whiteboards.
Special working conditions	<ul style="list-style-type: none"> • To be an effective team member and have a sense of humour. 	

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.




Commitment to Safeguarding

The Marches School fully recognises its responsibility to safeguard and promote the welfare of students and young people and is committed to ensuring that its students have the opportunity to thrive within a safe learning and working environment. The school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with students;
2. Raising awareness of child protection issues and equipping students with the skills needed to keep them safe;
3. Implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
4. Supporting students who have been abused in accordance with his/her agreed child protection plan;
5. Establishing a safe environment in which students can learn and develop.

Staff at The Marches School are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. The school's adopted 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with strict guidelines on what are considered to be safer working practices which must be observed at all times. Were any member of staff to have a concern that the school's code of conduct or expected safer working practices were not being followed and a student or students were as a result at risk, then they would be expected, and supported, to raise the concern under the school's adopted "whistleblowing policy and procedure".

The school also operates within other policies relating to safeguarding, child protection and the welfare of students. The following policies are available upon request:

-  Safeguarding Policy
-  Whistleblowing Policy
-  Safer Visiting Policy

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process the school operates within a Safer Recruitment Policy. Members of the school staff and governing body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

