

Candidate Information Pack:

Class Teacher + TLR
(Research & Development)

Birley Spa Primary Academy



Role: Class Teacher + TLR

Salary: MPS - UPS + TLR

Location: Birley Spa Primary Academy, Jermyn Crescent, Sheffield, S12 4QE

Contract Type: Full Time

Contract Term: Permanent

Closing Date: 22nd October 2024

Interviews: 24th October 2024

Birley Spa Primary Academy is seeking to recruit a talented class teacher with an additional TLR to lead on Research and development for teaching and learning. We are looking for an inspirational teacher to lead, coach and develop practices to deliver exceptional quality provision across school. We seek an individual who can empower colleagues, as well as play a significant role in leading developmental approaches for high quality interventions that build our pupils' level of curiosity, inquisitiveness to secure a love of lifelong learning.

We are looking for an inspiring teacher who can continue to develop our children's love of learning and help them explore and understand the world around them. This is a fantastic opportunity to join a school that truly values the development of their staff. The successful candidate has the opportunity to benefit from our personalised coaching and CPD programme.

The successful candidate will be an outstanding practitioner who can contribute towards our passionate and committed journey to secure the greatest quality provision for our pupils at Birley Spa Primary Academy. The successful post holder will be responsible for our mainstream school.

If you have high expectations for yourself and all children, a passion and creativity for changing lives through learning and a desire to make a difference to young people, Birley Spa Primary Academy is the right place for you. We can offer you challenge and reward within this role, within an environment of continuous improvement and sharing of best practice and a commitment to your own CPD to support you in becoming the best you can be! Birley Spa Primary Academy and LEAD Academy Trust aims, through outstanding leadership, to provide the highest quality education to enable every pupil to realise their full potential. The L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

We are looking for someone who:

- has a passion for working with primary age children and inspiring SEND practice;
- can build positive relationships with children, staff and all members of the community;
- is an inspirational teacher with a caring and adaptable approach to teaching children with all abilities;
- is dynamic and forward thinking;
- has high expectations of pupil progress;
- has a love of teaching both in the classroom and outside
- can offer creativity in leading planning and developmental learning across the curriculum



- has the skills to work collaboratively both within school and with colleagues within other L.E.A.D. Academies;
- shares a belief that motivated children can achieve whatever they set out to achieve;
- is willing to embrace or bring new ideas to the Academy;
- has an open and informed approach to developments in assessment and learning.

In return, the successful candidate will:

- work in an Academy with high aspirations for all of its children and staff;
- have access to the L.E.A.D. Academy Trust's high quality training programmes;
- be part of a dynamic and forward thinking team of professionals;
- the opportunity to play a pivotal role within our team on our continued journey of improvement

Teaching

50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

50.4. Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

50.8. Promote the safety and well-being of pupils.

50.9. Maintain good order and discipline among pupils.

Management of staff and resources

50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.

50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

50.12. Deploy resources delegated to them

TLR responsibility

To lead innovative approaches to school improvement in line with most up to date research led best practice

To lead and develop mastery approaches within the curriculum

To establish and monitor clear targets for the impact of the research led practice and the curriculum

To review and evaluate the impact of the research based inclusive approaches to behavior management

To ensure all staff understand the key principles of an outstanding curriculum that builds on research led models



To ensure all staff are kept informed about the progress and impact of applying mastery approaches within the curriculum

To lead action research based projects across the school in order to further develop outstanding teaching practice

To attend training and other CPD opportunities to develop knowledge and skills in curriculum development practice across the school

To lead by example in seeking opportunities for self-led professional development and research

Taken from the Teachers' Pay and Conditions Document 2020 DfE

Job purpose:

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the pupils/students in your care.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all pupils/students and the L.E.A.D. Trust values.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes.
- To ensure that you provide a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are adhered to fully and without reservation in line with statutory duties.

Duties and Responsibilities:

Teaching and learning

- Set high expectations for all pupils/students which inspire, motivate and challenge pupils/students.
- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote excellent learning behaviours in the pupils/students so that they work hard in the academy and in completing tasks set for homework.

Promote good progress and outcomes

- Be accountable for all pupils/students' attainment, progress and outcomes assigned to them.
- Be aware of pupils/students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils/students to develop study skills in order to learn more effectively and with increasing independence.



Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain pupils/students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects 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 in all work produced.
- 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/students

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages.
- Have a clear understanding of the needs of all pupils/students, 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.

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/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.

Behaviour and safety and Personal Development

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy'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/students' needs in order to involve and motivate them.
- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Promote British values, equalities and pupils'/students' spiritual, moral, social and cultural development.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil/student progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Head of School.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.



Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues.
- 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 performance management.

Resource Management:

- Responsibility for the safe use and safe keeping of Academy and Trust resources in line with the requirements of the role.

Influencing and Managing Relationships:

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.



Teacher Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

		E	D
Qualifications and Attainments	<ul style="list-style-type: none"> Qualified teacher with QTS or recognised equivalent Teaching experience within the age range and/or subjects applying for 	E E	
Skills and knowledge	<ul style="list-style-type: none"> Ability to create a stimulating and safe learning environment. Ability to establish and maintain a purposeful working atmosphere Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught Ability to assesses and record the progress of pupils learning to inform next steps and monitor progress Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles Ability to deploy a wide range of effective behaviour management strategies Ability to demonstrate current knowledge and understanding of national and local education issues Ability to contributes to a culture of collaborative working to develop professional practice 	E E E E E E E E E E	 D
Experience	<p>Demonstrable understanding of:</p> <ul style="list-style-type: none"> The developmental, emotional, social and educational issues of children and young people Awareness of the range of needs of children within the classroom Keeping children safe <p>Proven experience:</p> <ul style="list-style-type: none"> Experience within teaching environment at relevant age level 	E E E E	



	<ul style="list-style-type: none"> • Recent experience in work with children and families • Management Information Systems e.g. SIMS, G4S, MyConcern 	E	D
Personal Attributes	<ul style="list-style-type: none"> • Approachability, enthusiasm and creativity • Honesty and Integrity • Discretion • Patience, tolerance and sensitivity • Flexibility • Resilience • Organisational skills • Commitment to make a difference • Demonstrable commitment to personal CPD 	E E E E E E E E E	
Additional Requirements	<ul style="list-style-type: none"> • This role is subject to an enhanced DBS • May be required to travel to other Trust locations or third party services as part of the role • Hold a driving licence and have access to own vehicle 	E E	D



L.E.A.D. Academy Trust

L.E.A.D. Academy Trust comprises of twenty five academies across Nottingham, Leicester, Derby, Lincoln and Sheffield. Our philosophy is to; lead, empower, achieve and drive.

At the heart of our Trust is the development of outstanding leaders. We empower individuals in our schools to provide the highest quality education, enabling every pupil to realise their full potential. We have also been recognised by Ofsted as a leading academy sponsor, securing rapid and sustainable improvement through the research and application of best practice across operational areas.

The combination of autonomy and collaboration across key areas of leadership and management underpinned by shared vision, values and best practice positions L.E.A.D. as a truly unique Academy Trust.

To view our 'L.E.A.D. Family Brochure' please visit:

www.leadacademytrust.co.uk

To see the wonderful achievements, proud moments and diverse events happening across our Trust please follow our twitter account:

@LEADAcadTrust



Our Leaders

One of the core priorities for the L.E.A.D. Academy Trust is the development of outstanding school leaders. We are dedicated to providing an organisation which will:

- develop inspirational school leaders for the future through high quality recruitment, professional development and coaching;
- invest in joint training, peer coaching, sharing good practice and professional dialogue in a climate of trust;
- continually improve, exploring new ways of working, alternative curriculums and innovation;
- strategically plan to produce the next generation of high quality school leaders.

The L.E.A.D. Teaching School Alliance

The L.E.A.D. Teaching School Alliance is a dynamic, cross-phase collaboration of schools committed to harnessing, nurturing and sharing the specific skills and attributes required to teach and lead in areas with diverse pupil populations. Everything we do in our schools is about providing children with an outstanding, broad and balanced education.

Our innovative Initial Teaching Training (ITT) route aims to increase the number of quality teachers in our schools. In addition, we offer a range of high quality Continuing Professional Development (CPD) for staff at all levels and tailored school-to-school support. We are keen to nurture and grow staff across our alliance and offer a range of opportunities to develop the leaders of tomorrow. By working in partnership with The University of Nottingham and other regional Universities, we are also creating a research culture within our alliance that will impact positively on teaching, learning and the achievement of young people.





Our Support

We provide a range of high quality, professional services to schools in nine core areas:

Financial Management

Project Management

Procurement

ICT Management

Human Resources

Leadership Development

Legal Support

Governor Support

Education





How to Apply

Please send a completed application form and covering letter, with a supporting CV if you wish to:
Cathy Gibson, Head of School, at enquiries@birleyspaacademy.co.uk

Closing Date: 22nd October 2024 at 12:00pm

Applications will be reviewed upon receipt therefore shortlisted candidates may be contracted in advance of the closing date.

The L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Application Forms/Further Information:

If you would like an application form, or for more information about our Academy, please visit our website: <https://www.birleyspaacademy.co.uk/about-us/vacancies/>



L.E.A.D. Academy Trust
Lead• Empower• Achieve• Drive

L.E.A.D. Academy Trust
5a The Ropewalk
Nottingham
NG1 5DU

Email: admin@leadacademytrust.co.uk

Telephone: 0115 822 5440