**CLASS TEACHER**

**Application Pack**

**Location: Copperfield Academy, Dover Road East, Northfleet, Kent DA11 0RB**

**REAch2 Registered address:**

REAch2 Academy Trust

Scientia Academy

Mona Road

Burton Upon Trent

Staffordshire

DE13 0UF

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

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**Contents**

- Letter from Sir Steve Lancashire, Chief Executive

- The application process and timetable

- Background on REAch2

- Job Description

- Person Specification

**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** – 29th March 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 a tour please contact: Nicola Creed at [nicola.creed@copperfield.kent.sch.uk](mailto:nicola.creed@copperfield.kent.sch.uk) or on 01474 352488.

Completed application forms should be sent to: Nicola Creed, Business Manager, Copperfield Academy, Dover Road East, Northfleet, Kent DA11 0RB

**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**

**Job Description**

**Post:** Class Teacher

**Salary:**  Main Scale or UPS

**Responsible to:** Headteacher

**Job Purpose :** To carry out the professional duties of a teacher, as circumstances may require and in accordance with the school's policies, under the direction of the head teacher.

**Areas of Responsibility and Key Tasks**

**Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

* 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 use of assessment and ensure coverage of programmes of study;
* ensuring effective teaching and best use of available time;
* maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
* 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 resources 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 literacy and numeracy;
* 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;
* mark and monitor pupils' work and set targets 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 recognise the level at which the pupil is achieving;
* undertake assessment of students as requested by examination bodies, departmental and school procedures;
* 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

Whilst every effort has been made to explain the main duties and

responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills and Abilities** | **Essential** | **Desirable** | **Assessed by** |
| The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies | 🗸 |  | Interview |
| Communication skills, oral, written and presentational | 🗸 |  | Application & interview |
| Ability to carry out well planned, organised and innovative lessons | 🗸 |  | Demonstration lesson  Interview |
| Proficiency in the use of ICT and the software programmes used in schools |  | 🗸 | Application |
| The ability to contribute to establishing, maintaining and developing positive behaviour, good order and assertive discipline in the classroom | 🗸 |  | Application, interview, & demonstration lesson |
| The ability to use information and data for purposes of recording, monitoring, evaluation and reporting | 🗸 |  | Application and interview |
| Knowledge |  |  |  |
| Relevant (to be agreed) subject and/or curriculum knowledge, understanding and expertise | 🗸 |  | Application |
| The ability to contribute to curriculum development and innovation across a year group | 🗸 |  | Application and interview |
| How to direct and supervise support staff in class | 🗸 |  | Interview |
| How children and young people learn, develop and progress through life stages and events | 🗸 |  | Application and interview |
| How ICT can be used effectively to motivate children to learn | 🗸 |  | Interview |
| How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum | 🗸 |  | Application and interview |
| Health and safety practice and the role of the individual in promoting and safeguarding pupil and staffwelfare | 🗸 |  | Application and interview |
| How to promote and contribute to the implementation of equalities and inclusion policies in schools | 🗸 |  | Application and interview |
| Qualifications and Experience |  |  |  |
| Qualified Teacher Status | 🗸 |  | Evidence of qualification |
| Successful teaching experience | 🗸 |  | Application |
| Evidence of continuing professional development |  | 🗸 | Application |