



Application Pack

KS1 Class Teacher

May 2022

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Letter from Cathie Paine, 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 Academy Trust 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.

Cathie Paine
Chief Executive

The Application Process and Timetable

You are invited to submit an application form, which is available together with this document.

REAch2 Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

Closing date for applications: 12.00noon on Monday 23 May.

Interviews: Wednesday 25 May.

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. REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete an online **Equal Opportunities Monitoring form**.

To arrange an informal discussion please contact the School Office on 01473 624409.

Completed application forms should be sent to:

office@martleshamacademy.org for the attention of Emma Churchman, Head Teacher.

Background on REAch2 Academy Trust

Founded in 2012, REAch2 Academy Trust is the largest primary only academy trust in the country. We are a growing charitable organisation currently supporting circa 60 primary academies across England.

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.

The Cornerstone of REAch2 Academy Trust is a solid, unshakeable foundation, defined by exceptional teaching experiences and shared Touchstone values of learning, leadership, enjoyment, inclusion, inspiration, responsibility, and integrity.

These values are at the very core of the Trust, firmly embedded in all of our academies and embraced by our leaders, teachers, staff, parents and children alike.

Strong family values are a key component of the REAch2 vision. We believe that REAch2 is a family: connected by a common desire to learn from each other, share experiences and be mutually supportive across the entire academy community. Every school and every individual is included in this vision. We actively encourage collaboration and work as a team to create and deliver the best possible education experiences for every pupil within the REAch2 family.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Staff within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

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 Academy Trust Clusters

The role of our Cluster Boards is key in ensuring proper oversight and accountability within our group structure and in championing their respective Academies. It is to provide focused governance for our clusters and in particular:

- to provide cluster overview, scrutiny and challenge of Academy education, financial performance and risk management;
- to be responsible for Cluster wide opportunities and work collaboratively across all schools to address issues collectively;
- to support cluster contact and communications with Academy leaders and governors to shape and influence the Academy Trusts thinking; and
- to ensure an effective flow of communication between the Local Governing Bodies (LGBs), the Cluster Boards and the Trust Board.

The Cluster Boards will work closely with their respective Deputy Director of Education, who in turn leads clusters, works with service areas and develops and maintains relationships and common purpose with individual Academies.

The Cluster Boards carry out their functions in relation to their respective clusters on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The act of delegation from the Trust Board to the Cluster Board is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

There are ten clusters within REAch2 Academy Trust and Martlesham Primary Academy is part of Cluster 6 alongside:

- Burrsville Infant Academy, Clacton-on-Sea
- Camulos Academy, Colchester
- Kirby Primary Academy, Frinton-On-Sea
- Sir Martin Frobisher Academy, Jaywick
- Sprites Primary Academy, Ipswich
- Unity Primary Academy, Colchester
- Colchester Free School - Anticipated Opening Date 2021

The Deputy Director of Education for Cluster 6 is Sinead Harper.

Cornerstones and Touchstones

REAch2 Academy Trust is the cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy develops, grows and flourishes. The cornerstone provides a paramount role and ensures that schools deliver the best possible learning experience based on quality, excellence and high standards. 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:

- **Inclusion:** we acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style.
- **Enjoyment:** providing learning that is relevant, motivating and engaging releases a child's curiosity and fun so that a task can be tackled and their goals achieved.
- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing.
- **Responsibility:** we act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Leadership:** we aspire for high quality leadership by seeking out talent, developing potential and spotting the "possible" in people as well as the "actual".
- **Inspiration:** inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full.
- **Integrity:** 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.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

Our School

Martlesham Primary Academy is a small, successful primary school (OFSTED Good 2018) situated in Black Tiles Lane, Martlesham. We are very fortunate to be part of the REAch2 Academy Trust.

Our school prides itself on relationships and this is what makes our school a special place to be. We offer an engaging curriculum which provides exceptional learning opportunity for all pupils.

The school has been part of the REAch2 Academy Trust since April 2016. One of the many benefits for working for a multi academy trust is the partnership with other schools across the trust. The trust prides itself on its touchstones which are embedded in everything we do at Martlesham Primary Academy.

We are fully committed to providing exceptional learning opportunities for all our pupils. At our school the children love learning inside and outside the classroom enjoying a range of learning opportunities.

Our vision as a school is:

- Provide quality learning and teaching through a stimulating curriculum.
- Provide a supportive and caring environment, which promotes respect and consideration for all.
- Encourage and celebrate achievement, with high expectations and develop resilient lifelong learners.
- Ensure equality of opportunity enabling everyone to make the most of their abilities, interests and talents.
- Prepare children for life in modern Britain and the wider world.

As a school we have five learning powers which are embedded into our daily school life. These not only enable our children to be successful learners but also ensure our school community is a positive place to be.

Our learning powers are Respect, Responsibility, Resilience, Aspiration and Collaboration.

Above all we are Martlesham Primary Academy and we are proud.

Job Description

Post: KS1 Class Teacher

Responsible to: Head Teacher

Salary/Grade: Main Scale

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.

We are a small, successful primary school (OFSTED Good 2018) and we are looking to recruit an excellent Key Stage Two Class Teacher to join our team.

We are looking to recruit a teacher with a passion for teaching and someone who is able to provide exceptional learning opportunities for our children.

Scope: Classroom Teacher

Duties: The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

Responsible for:

- Supporting the vision, ethos and policies of the school and promoting high levels of achievement in the Key Stage 1.
- Supporting the creation and implementation of the school development plan, particularly where it relates to the Key Stage 1.
- Evaluating the effectiveness of the provision in Key Stage 1 in close collaboration with the Senior Leadership Team.
- Organising and leading teaching and learning in Key Stage 1.
- The development and monitoring of the curriculum.
- Supporting the Head Teacher in the monitoring of the quality of teaching and children's achievements, including the analysis of Key Stage 1 data.

- The pastoral care of children, promoting independence and positive behaviour, in accordance with school policies.
- Ensuring that parents are fully involved in their child's learning and development and well-informed about the Key Stage 1 curriculum, their child's individual targets, progress and achievement.
- Developing the use of new and emerging technologies and techniques within the classroom.

Teaching and Learning

- Providing exceptional learning opportunities for all the children.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting appropriate and ambitious expectations.
- Setting clear targets, building on prior attainment.
- Identifying SEND or very able pupils and planning to meet their needs.
- Providing clear structures for lessons maintaining pace, motivation, and challenge.
- Making effective teaching and best use of available time.
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice regarding punctuality, behaviour, standards of work and home learning.
- 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, IT, 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 English and Mathematics.
- 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.
- Provide feedback for pupils and set targets together 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.
- 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.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Head Teacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

Person Specification

Responsible for:	<ul style="list-style-type: none">• Educational, emotional, and social development of each of the children which form the class allocated for each specific academic year.• Various curriculum areas with the changing needs of the school.
Teaching ability and curriculum understanding	<ul style="list-style-type: none">• Evidence of successful classroom practice.• A clear understanding of the national curriculum.• Knowledge and experience of curriculum planning and assessment regarding Key Stage 1.• Desire and ability to work closely as part of a team.• Awareness of national trends and developments.• High expectations of self, pupils, and staff.• Clear and balanced views about pupil welfare and discipline.• Understanding of child development and ability to recognise and respond to the individuality of pupils.• A commitment to the integration of children with special educational needs in mainstream school environment.• Evidence of commitment to personal and professional development.• Commitment to the involvement of parents in their children's learning.• Ability and willingness to teach across Key Stage 1.• A good understanding of and commitment to interagency working.

<p>Personal qualities</p>	<ul style="list-style-type: none"> • Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents, and pupils. • Personal and professional integrity. • Ability to work under pressure while maintaining a cheerful disposition. • Excellent organisational skills. • Flexible attitude towards responsibilities in school.
<p>Management skills</p>	<ul style="list-style-type: none"> • Awareness of the process of inspections of schools for monitoring and evaluating the quality of a school. • Knowledge and experience of identifying and ordering equipment/resources and being a budget holder. • To be able to monitor, evaluate, lead and develop subject/s within the school. • An understanding of the role of governors. • Experience in leading meetings (e.g. curriculum). • Experience of managing adults in the classroom. • Experience of supporting and developing colleagues.
<p>Other qualities</p>	<ul style="list-style-type: none"> • Commitment to the job and the school. • Ability and commitment to work closely with and support the Head Teacher. • Willingness to contribute to all areas of school life. • Strong commitment to the importance of the school as part of the community. • A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child • A sense of balance - with a life outside of school. • Sense of humour.

Person Specification

FACTORS	ESSENTIAL	DESIRABLE	MEASURE
<ul style="list-style-type: none"> • Right to work in the UK 	Essential		
<p>QUALIFICATIONS AND SKILLS</p> <ul style="list-style-type: none"> • Qualified Teacher status • Graduate • Clear communication/questioning skills – precise approach to written communication • ICT competent – Able to use IWB • Able to inspire children's interest in learning • A full enhanced disclosure from the Disclosure and Barring Service 	Essential Essential Essential Essential Essential Essential		A A AOI O O AI
<p>SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE</p> <ul style="list-style-type: none"> • Evidence of a commitment to safeguarding and promoting the welfare of children and young people • Knowledge of strategies to support learning, progress and standards across the curriculum in KS1 – evidence of impact on progress • Expertise in teaching phonics and reporting progress over time. • Knowledge of how ICT can be used to support/ enrich learning • Effective classroom management skills – able to provide an effective environment for learning • Clear understanding of the role of assessment in the development of learning • Successful record of teaching within primary • Awareness of national trends and developments • Evidence of commitment to personal and professional development 	Essential Essential Essential Essential Essential Essential Essential Essential		AROI AROI AI A O AOI AROI AI AI

<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Flexibility of approach • Excellent organisational skills • Supportive – able to work as part of a team • Able to respond to and seek advice • Ability to work under pressure while maintaining a cheerful disposition 	<p>Essential Essential Essential Essential Essential</p>		<p>R ROI RI R AOI</p>
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<p>INTEREST AND MOTIVATION IN THE JOB</p> <ul style="list-style-type: none"> • Enthusiasm for children's learning • A commitment to the integration of children with SEND in mainstream school environment • A willingness to contribute to all areas of school life 	<p>Essential Essential Essential</p>		<p>ARO AOI ARI</p>
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***Key: A=Application, R=Reference, O=Observation, I=Interview**