



Class Teacher Application Pack



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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 includes schools at all 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 Officer, REAch2 Academy Trust



Letter from Amy Fidler, Headteacher, Heath Hayes Academy

Dear Candidate

I am delighted that you have expressed an interest in the post of Class Teacher at Heath Hayes Academy.

Overview

Thank you for your interest in becoming a class teacher at Heath Hayes Academy. This is an exciting time for the school after our recent Ofsted inspection in November 2021 which stated that 'Heath Hayes Primary Academy continues to be a good school.' We are currently looking for outstanding class teachers to work alongside our existing teachers. All staff are supported by a strong leadership team and fun, hardworking colleagues.

About us

Heath Hayes Academy is a one-form entry primary school with approximately 200 children who we are immensely proud of! They are, we feel, a credit to the school. We are a school where the staff work in teams and this is reflected in the way the children behave, work and interact with one another. Heath Hayes Academy is a truly wonderful place. Our purpose is to maintain a consistent, inspirational practice from the entire school community to develop the happiness, security and learning outcomes for all children. We inspire and enable all children to achieve their potential by having an expectation of excellence from all stakeholders.

To see more information about the school, please visit our website www.heathhayesacademy.co.uk

Amy Fidler
Headteacher, Heath Hayes Academy

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). 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.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

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, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org



The role

Post: EYFS (Reception) Teacher – Maternity Cover

Responsible to: The Headteacher

Salary/Grade: M1 – M6

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.

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.
- Supporting the creation and implementation of the school improvement plan.

- Evaluating the effectiveness of the provision in close collaboration with the leadership team
- Organising and managing teaching and learning.
- The development and monitoring of the curriculum provision.
- Supporting the Headteacher in the monitoring of the quality of teaching and children's achievements, including the analysis of data.
- The pastoral care of children, promoting independence and good behaviour, in accordance with school policies
- Ensuring that parents are fully involved in their child's learning and development and well-informed about the curriculum, their child's individual targets, progress and achievement
- Developing the use of new and emerging technologies and techniques within the classroom
- Responsible for creating and maintaining a secure and safe environment for the staff and students and for ensuring that all safeguarding and child protection procedures are adhered to.

Teaching and Learning

- 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 teaching and best use of available time

- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Ensuring effective teaching and best use of available time
- 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 resource's 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 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 recognize 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

The application

You are invited to download an application form from www.heathhayesacademy.co.uk/vacancies and submit to:

Mrs Hannah Greenway
Heath Hayes Academy
Wimblebury Road
Cannock
Staffordshire
WS12 2EP

Or email to: Hannah.greenway@heathhayesacademy.co.uk

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Louise Johnson: louise.johnson@heathhayesacademy.co.uk

The application process and timetable

Application deadline:	6.6.22
Interviews:	The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.
Contract details:	Maternity Cover – September 2022 – July 2023.
Salary:	M1- M6
Start date:	September 2022

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuing professional development relevant to the post. 	<ul style="list-style-type: none"> • Further relevant qualifications. Paediatric First Aid Training. • Evidence of safeguarding training.
Experience	<ul style="list-style-type: none"> • Evidence of excellent classroom practice with the ability to create a class atmosphere that is achievement orientated, using strategies that build children’s self-esteem. Evidence of the ability to raise standards significantly in own classroom. • Ability to provide a high quality, well differentiated education and expect high standards from all children. • Ability to contribute effectively to support teamwork. • Ability to communicate and work effectively with parents/carers and external agencies in partnership. • Enthusiasm for teaching, a positive philosophy and outlook, coupled with a good sense of humour. 	<ul style="list-style-type: none"> • Experience of teaching year groups within at least two of the following three key stages: EYFS/Key Stage 1/Key Stage 2.
Knowledge and understanding	<ul style="list-style-type: none"> • The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment. Understanding of a diverse range of teaching and learning styles and techniques. Good understanding of the importance of culture and ethos and how these impacts on morale, high expectation and high standards. • Good understanding of effective procedures for managing and promoting positive behaviour among pupils. • Good understanding of assessment including assessment for learning and summative assessment. • Ability to self-evaluate learning needs and actively seek learning activities. • Ability to engage in professional dialogue about the curriculum, school organisation, procedures, and policies. • An understanding of the importance of safeguarding and child protection 	<ul style="list-style-type: none"> • Willingness to take responsibility for own professional development. • Use and encourage clear, articulate speech with excellent pronunciation and correct use of grammar. • Full knowledge and understanding of the National Curriculum from EYFS – Year 6.
Characteristics and Competencies	<ul style="list-style-type: none"> • Ability to promote the school’s aims positively. • Passionate about improving the quality of provision for all children. • Ability to develop good personal relationships within a team, making an effective contribution to high morale. • Ability to establish and develop close relationships with parents, governors, and the community. • Ability to communicate effectively (both orally and in writing) to a variety of audiences. • Ability to create a happy, challenging and effective learning environment • Boundless enthusiasm, determination and drive to inspire others to achieve high standards 	<ul style="list-style-type: none"> • Ability to promote the REAch2’s touchstones.

	<ul style="list-style-type: none"> • An appetite and stamina for challenging work • A solution-focused mindset and determined “no-excuses” approach to raising standards • A personable nature to build effective relationships with parents and all members of the school community • A lively, creative, and good-humoured approach to all aspects of teaching, management, and leadership • Ability and keenness to promote the school’s positive culture and ethos 	
Other	<ul style="list-style-type: none"> • Right to Work in the UK • Enhanced DBS with Child Barred List check • Works within guidelines and procedures • Evidence of a commitment to safeguarding and promoting the welfare of children and young people • Commitment to promote and support the aims of REAch2 	