



Watererton
Academy Trust

Application Pack

KS1 Teacher



Post title	KS1 Teacher (Phase leader)
Location	King's Meadow Academy Wakefield Road, Fitzwilliam, WF9 5BP
Salary & Grade	MPS / UPS with TLR
Hours	Full time Permanent

Summary

Waterton Academy Trust is looking to appoint an inspiring and dynamic Teacher to join the leadership team in KS1 at King's Meadow Academy a one and a half form entry school, located in Kinsley, Pontefract.

If you are an ambitious, talented and highly motivated teacher with a passion for ensuring children learn and achieve, and if you work hard and have the drive and energy to make a difference to children's lives and their learning, then Kings Meadow Academy could be the school for you!

King's Meadow Academy is an average sized school and joined Waterton Academy Trust in 2018. The Trust consists of 13 primary phase schools, 2 Assessment Resource Units and 4 Pre Schools in the Wakefield and Barnsley area. As part of this Trust both staff and children enjoy varied opportunities for collaboration in all areas of the curriculum.

The school is committed to providing a stimulating, creative environment so that all children enjoy learning, make outstanding progress and reach their potential. By offering an engaging and language rich curriculum, the school is constantly striving to provide high-quality learning opportunities which challenge and inspire all our pupils.

This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education – someone who is driven to make a difference to the lives of the children they work with.

We are looking for someone who:

- Is committed to achieving the best outcomes for all pupils
- Is innovative and is able to offer high-quality learning experiences
- Has high expectations of pupils as well as themselves
- Is able to contribute fully to school life
- Is committed to on-going professional development
- Has great interpersonal skills and is able to work well as part of a team
- Has good communication skills with children, colleagues, parents and visitors
- Is not afraid to roll their sleeves up and work hard

- Will be an excellent classroom practitioner who is inspirational in their teaching and involves the children as active learners

In return, we can offer:

- The support and expertise of the academy's outstanding leadership team and governing body with a clear vision of raising standards of teaching and learning
- Pupils with outstanding behaviour and a willingness to learn within a learning environment where excellence is our goal
- An opportunity to work with a passionate and dedicated team of staff
- A happy and caring school community
- A commitment to support your continued professional development through a network of experienced professionals across the primary academies within Waterton Academy Trust
- A health and wellbeing package
- A cycle to work scheme
- An excellent pension package

Next Steps

Further Details

Interested candidates are welcome to visit King's Meadow Academy. In order to arrange a visit, or for further information about the post, please contact the school office on 01924 891 546, or email kingsmeadowoffice@watertonacademytrust.org

To Apply

Please submit applications via the below link:

<https://mynewterm.com/jobs/146034/EDV-2024-KMA-78421>

Selection Timeline

Closing Date: Friday 10th January 2025 - midday

Shortlisting: Friday 10th January 2025

Interviews: W/C Monday 13th January 2025

Start Date: ASAP

Dear Applicant

Thank you for your interest in the post of KS1 Teacher at King's Meadow Academy. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for the position.

Our Trust came in to being on the 1st September 2014. Our 13 primary, infant and junior schools are currently situated within the Wakefield and Barnsley areas and consist of well over 3000 pupils.

This is an exciting time for all concerned with the trust as we enter into a new phase of development. The reshaping of our focus and renewed drive for excellence will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family.

Given the trust's ambitions for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals that can contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.



Yours sincerely,

A handwritten signature in black ink, appearing to read 'Dave Dickinson'. The signature is stylized and includes a long horizontal line extending to the right.

Dave Dickinson OBE

Chief Executive Officer



Dear Colleagues

Are you a super-hero? Do you have what it takes to inspire, challenge and motivate our lovely young people? Do you have the resilience to work in a challenging but very caring school that is truly on the up? If so, we want to hear from you!



King's Meadow Academy is an average size Primary School in the former mining town of Kinsley. Previously called Kinsley Academy, the school is currently recovering from being one of the lowest performing in the country.

We joined the Trust in 2018 and through this collaboration as well as the tremendous efforts of the whole staff team the school is improving in all key areas. There has been a significant amount of work that has gone into recent positive transformation and

we now have an exciting vacancy for a Teacher to join our KS1 team.

I thank you in advance for your interest in joining our team. Our senior leadership team is visible and supportive. We see teaching as the craft that is and we devote time and resources to develop this entitlement for all colleagues at whatever stage of their careers.

Our curriculum is engaging and our aim is to allow children to immerse themselves and connect with what they are learning. The children and families we serve and support are what makes the school have such a special draw for those that work here.

Our staff team here at KMA are rightly proud of the achievements and recent improvements to date, but we are not stopping there. We have plans to ensure the school becomes highly effective at ensuring children have the best possible chance to succeed here, as well as at secondary school and beyond! So, if you wish to work in a fast-paced school with a supportive leadership team complimented by a forward-thinking and innovative trust then we look forward to your application.



King's Meadow has become the most friendly, welcoming and supportive school that I have taught at so far. The staff work as a team to provide the very best education for our children, and it is a privilege to be part of this. Each day, the children's astound me with their enthusiasm, their politeness and how well-mannered they are.

Mrs Armitage
Deputy Head



About Our School

At King's Meadow Academy we have made positive improvements in all areas. There has been a culture change through our whole school approach to behaviour. The school is now a calm, settled and purposeful learning environment. We are a low-voice school and use a positive reward approach to managing behaviour linked to clear rewards and sanctions. Our children thrive on this and collect dojo's with enthusiasm.



We are constantly striving to provide high quality learning opportunities which engage, challenge and inspire all our pupils. Our re-designed curriculum offer is being implemented and teaching staff have input in shaping this and other areas of school life. We have a shared belief as a senior team (supported by the Academy Trust) that collaboration is the stuff of growth. We are committed to investing in our staff. We have some exciting longer-term pieces of development work taking place with leaders undertaking npq courses, a first cohort of Teaching Assistants are studying a level 3 apprenticeship programme. We are fully involved with One Wakefield

disadvantaged strategy and implementing best practice from a research evidence base that works.

We have dedicated, professional staff who are committed to offering pupils a successful and happy time at school. Our curriculum is implemented to give children the chance to be curious, reflective and take risks. This allows them to develop resilience.

The school has been on an incredible journey and whilst supporting our pupils to be the very best learners, the development of our community is also an extremely important key driver within our work. It is a key priority for us to ensure that we have a very positive relationships with parents and carers in order to fully support the learning of all young children.

We value our close partnerships with parents and are committed to being part of the local community.



The children are amazing and make all our hard work worthwhile. It's a strong team who are dedicated to improving school opportunities for our children and families.

Mrs J Robinson
SENDCo

Dan Gough
Headteacher



King's Meadow
Academy

Why Choose King's Meadow Academy?

King's Meadow is a fast paced and exciting place to work. We have a senior team with the shared belief that teaching is a craft and give the time and support to professionals to hone that craft.

Behaviour is good and the staff and children live and breathe our positive reward culture.

Our parent community are supportive of the measures that have been taken to bring about the positive changes.

We are on a journey and want like-minded, positive, resilient and relentless colleagues to join us.

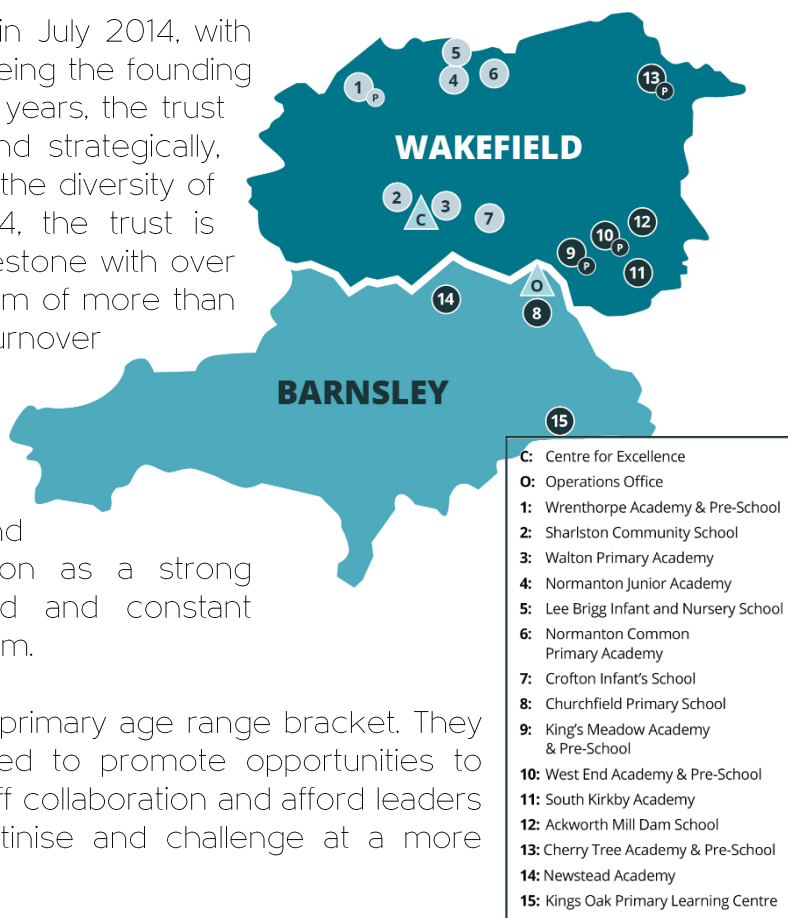


About the Trust

The Trust was established in July 2014, with Walton Primary Academy being the founding member. Over the last ten years, the trust has grown appropriately and strategically, not only in size, but also in the diversity of offer. By the end of 2024, the trust is projected to achieve a milestone with over 4,000 pupils enrolled, a team of more than 550 staff members, and a turnover in the region of £23million.

The trust operates across two key partnership areas, Barnsley, and Wakefield, and we believe is looked upon as a strong organisation and a valued and constant collaborator within the system.

All our schools fall into the primary age range bracket. They are geographically organised to promote opportunities to engage in hub activities, staff collaboration and afford leaders the ability to support, scrutinise and challenge at a more nuanced level.



An innovative approach to supporting our LA partners in Barnsley has resulted in the trust opening our first independent special academy in September 2023. Early indications are that these developments have been a great success, adding much needed capacity to the local offer and strengthening our relationships with LA partners.

In order to support our communities and ensure that our children get the best of starts to their education journeys, the trust has now opened four pre-school settings and has plans to open more in the coming years. We also have one new school in the process of joining the trust – Kings Oak Primary Learning Centre.

Our Vision, Values and KPIs

The trust prides itself on its shared vision and values, and truly believes them to be embedded across the organisation. All schools interested in joining the trust are encouraged to examine the vision and values and ensure that they align with the ones that they hold.



Our Pupils

The trust operates in some of the most underprivileged areas in the region, and indeed in the country. Some of our schools are situated in areas of high deprivation. As a trust we value and prioritise pupil voice, pupil health and well-being, as well as curriculum enrichment across the trust. By placing pupils' voices at the forefront of our work, we ensure that their unique perspectives, needs, and concerns are not only heard but also integrated into the decision-making process, fostering a sense of ownership and empowerment.

We provide a range of opportunities for children to participate in activities designed to enhance their experience of education in a Waterton school. This includes our elected Children's Parliament, who meet with the CEO and Headteachers to discuss their priorities for improvement. They received a letter of commendation from the former Prime Minister, Theresa May, for their outstanding work. Creativity is fostered through our arts network. Our roaming art gallery and our annual Waterton's Got Talent event offer all our schools the opportunity to showcase the work and talents of their pupils. This fosters creativity, and also engages parents and carers in celebrating the work of pupils across the trust. To promote healthy lifestyles, children are given multiple opportunities to compete in sporting events, including an annual gathering of all schools at our MATlympics event. Healthy lifestyles and nutrition are also promoted and encouraged through our Waterton Young Chef of the Year. Such experiences not only enrich our pupils' academic journeys but also contribute to their personal and social development.

Our aim is to ensure that every pupil in a Waterton school feels the benefit of being part of the trust, with their learning and experience of school being our number one priority. A snapshot of recent initiatives can be seen below.

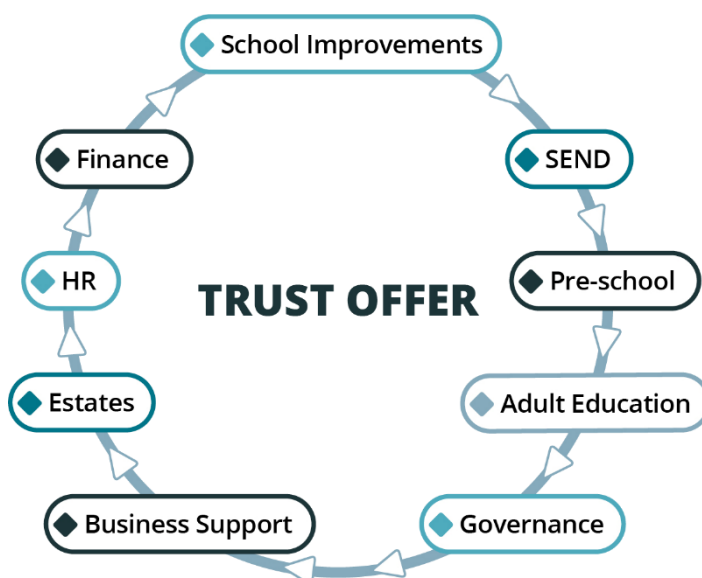
Enrichment



Trust Offer

As a trust, Waterton has statutory and ethical obligations in relation to supporting our academies, and we look to meet these through the delivery of our Trust Offer. The trust has invested significantly in creating a substantial central team, and it is through this team and key external partners that the trust offer is delivered.

To support its aims and meet its obligations, the trust provides each of its academies with access to the same trust offer. The offer is categorised into two main areas, the operations offer and educational offer. Access to the trust offer is an entitlement regardless of current Ofsted rating, financial position, size, or provision status. The level of support provided is tailored according to current need, however the entire offer remains accessible to all academies at all times.



At the heart of our offer is our commitment to ensure our academies can concentrate on their primary role of delivering outstanding teaching and learning through evidence-based practice. Our offer therefore looks wherever possible to drive school improvement through CPD, challenge and support, whilst simultaneously removing the business-based burdens that prevent headteachers and senior leaders from being in the classroom or involved in school improvement work.

The trust offer provides a range of services delivered or procured centrally in order to provide our academies with the best possible value. Central support is provided in the key areas of Safeguarding, Governance, School Improvement, Finance, HR, IT, H&S, Estates Management and Data Protection. In addition, schools will have access to legal advice and marketing initiatives as required. The delivery of the core offer brings with it a cost that is incorporated into each academy’s operational budget and is an integral part of not only the Waterton funding model, but more importantly the school improvement model.

To read about impact in 2022-23, please read our annual report to stakeholders on the Trust website.



Job Description – KS1 Teacher

Job Title	KS1 Teacher
Responsible for	Carrying out the professional responsibilities of a teacher, upholding the Professional Teachers' Standards (DFE) and the supervision of support staff when deployed to contribute to pupils' learning
Reporting to	Headteacher

Key Job Purpose	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils Ensure delivery of high quality teaching and learning for which they are accountable</p> <p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teachers' Standards, DFE, 2011)</p> <p>Teachers' Standards, DFE, 2011. A teacher must:</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge pupils (TS1) • Promote good progress and outcomes by pupils (TS2) • Demonstrate good subject and curriculum knowledge (TS3) • Plan and teach well-structured lessons (TS4) • Adapt teaching to respond to the strengths and needs of all pupils (TS5) • Make accurate and productive use of assessment (TS6) • Manage behaviour effectively to ensure a good and safe learning environment (TS7) • Fulfil wider professional responsibilities (TS8) • Demonstrate consistently high standards of personal and professional conduct (PART TWO)
Planning, Development and Co-ordination	<ul style="list-style-type: none"> • To set challenging teaching and learning objectives which are relevant to all pupils in their classes. • To use teaching and learning objectives to plan lessons and sequences of lessons.

	<ul style="list-style-type: none"> • To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils' interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate. • To contribute to the teaching team, meetings and events. • To plan for the deployment of support staff where deployed to contribute to pupils' learning. • To plan for opportunities for pupils to learn in and outside of school contexts. • To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.
<p>Teaching, Learning and Classroom Management</p>	<ul style="list-style-type: none"> • To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning. • To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident. • To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range. • To teach well-structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities. • To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning. • To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all. • To organise and manage teaching and learning time effectively. • To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate. • To set high expectations for pupils' behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self-control and independence.

	<ul style="list-style-type: none"> • To use IT effectively to enhance the delivery of teaching and learning. • To take responsibility for teaching a class or classes over a sustained and substantial period of time. • To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently. • To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning. • To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures. • To create a culture which shows tolerance of and respect for the rights of others, not undermining fundamental British values including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with difference faiths and beliefs). • Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate adult. • To attend and participate in regular meetings. • To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.
<p>Monitoring and Assessment</p>	<ul style="list-style-type: none"> • To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives. • To use monitoring and assessment information to improve planning and teaching for improved learning outcomes. • To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn. • To involve pupils in reflecting on, evaluating and improving their own performance and progress. • To assess pupils' progress accurately against appropriate standards. • To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties. • To identify levels of attainment for pupils learning English as an additional language.

	<ul style="list-style-type: none"> • To record pupils’ progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning. • To report on pupils’ attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.
<p>Subject Co-ordination and Leadership</p>	<ul style="list-style-type: none"> • To implement and review the school’s development plan in conjunction with the Senior Leadership Team and/or line manager. • To develop and audit schemes of work and other documentation related to the use of the subject within school and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met • To develop strategies for the use of the subject to promote new teaching methods and improve learning throughout school and to monitor their effectiveness in raising standards of teaching and learning. • To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice. • To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision.
<p>Core Duties</p>	<ul style="list-style-type: none"> • The education and welfare of a designated class/set groups in accordance with the Conditions of Employment of School Teachers as laid down in the current Pay and Conditions Document. • To ensure that the requirements of the National Curriculum (2013), EYFS Statutory Framework (2023) and KCSIE (2023), the school aims and all policies agreed by the Governing Body and Waterton Academy Trust are fully complied with. • To wholly commit to ensuring children and young people and fully supported and safe. To safeguard all children and young people whilst promoting their welfare.
<p>Expectations of All Employees</p>	<ul style="list-style-type: none"> • Contribute to and uphold the overall vision and ethos of Waterton Academy Trust. • Recognise own strengths and areas of expertise and use these to inspire, advise and support others. • Promote teamwork, working in partnership to ensure effective working relations. • Treat all users of the Academies within the MAT with courtesy and consideration.

	<ul style="list-style-type: none"> • Be aware and comply with all Waterton and Academy Policies at all times. • To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person. • To be aware of and support difference and ensure equal opportunities for all. • To maintain a presence in local and national professional networks and through these, and other means, ensure a continuous overview of appropriate policies and developments to keep abreast of current and best practice. • To prepare policy and review papers as required and requested. • To participate in training and other learning activities and performance development as required. • To maintain confidentiality at all times in respect of Academy related matters. • Other duties commensurate with the grade of the post as directed by the CEO and DCEO.
<p>Additional Information</p>	<p>The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.</p>
<p>Working Conditions</p>	
<p>Characteristics of the Post</p>	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications - see job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:</p>

	Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.
--	---

Next Steps

Further Details

Interested candidates are welcome to visit King's Meadow Academy. In order to arrange a visit, or for further information about the post, please contact the school office on 01924 891 546, or email kingsmeadowoffice@watertonacademytrust.org

To Apply

Please submit applications via the below link:

<https://mynewterm.com/jobs/146034/EDV-2024-KMA-78421>

Selection Timeline

Closing Date: Friday 10th January 2025 - midday

Shortlisting: Friday 10th January 2025

Interviews: W/C Monday 13th January 2025

Start Date: ASAP

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility.

An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. **Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview.**

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.