



**Reception Class Teacher**

**Maternity leave cover**

**Required September 2024**

**expected to last until the Summer term 2025**

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| **Closing date:** | 9:00am 3rd July 2024 |
| **Interview date:** | Week commencing 8th July 2024 |

**Job Description**

As a 3-form entry primary school, our teaching teams share planning and expertise across the curriculum. We have a well-planned curriculum, which allows you to be creative in your delivery as a team.

***Contents***

|  |  |
| --- | --- |
| Page | Item |
| Page 3 | Safeguarding Notice /  Statement of intent |
| Pages 4 and 5 | A word from the Principal of Beaumont Primary Academy |
| Pages 6 and 7 | Information about South Pennine Academies Trust |
| Page 9 | The Selection Process |
| Pages10,11 & 12 | Job Description |
| Pages 13 and 14 | Person Specification |

**Important Safeguarding notice / Statement of Intent**

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts ‘responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable.

### 2. Statement of Intent

2.1 South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

* **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
* **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
* **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers.

2.2 The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.





**Beaumont Primary Academy**

**Background and Vision**

‘**’Adventures in Learning’’**

Beaumont is a larger than average primary school with nearly 700 children from nursery to Year 6. Nursery has a small group of 2 year olds, a larger group of 3 and 4 year olds and then Reception to Year 6 has 90 children in each year group.

At Beaumont a highly skilled and experienced team of staff are all committed to providing a safe environment and a high quality education for our students. Our expectations are high and we work relentlessly to realise them. Our belief is that all children whatever their background and starting points, can achieve highly. We know that children only get one chance at their education and we have a duty to ensure that at the end of each stage of their education, children are ready and prepared for moving on to the next stage.

We are committed and proud of our offer for pupils with additional needs across school and in September 2023, we opened an additionally resourced provision for pupils with Social, Emotional, Mental Health Needs (SEMH ARP) This is a Kirklees partnership and will meet the needs of pupils with an EHCP (Education, Health Care Plan)

Alongside the strong focus on progress and attainment, a planned programme of opportunities is in place which enriches experiences, allowing students to develop their interests, social skills and embrace the community around them, in many areas of learning. Pupil voice is central to our work and we have a Gold Rights Respecting award in recognition of the work we do in respecting the rights of the child as well as a Gold Mental Health evidencing our commitment to the well being of everyone.

We want our children to be truly involved and excited by their education and as such we provide active, engaging and interactive learning experiences, both onsite and beyond as a classroom and this is an essential part of the role.  The classroom environment is a fundamental part of the learning experience where children have a sense of ownership and are able to develop as purposeful, focussed and independent learners. To work at Beaumont, you must enjoy being outside whatever the weather.

We have well established relationships with our families and the local community and expect all staff to commit to this way of working. Beaumont is a very happy, calm, purposeful learning environment where children and adults thrive. It is a special place to work with low staff turnover – staff morale is high and staff relationships are exceptional. We face challenges with a genuine ‘can do’ approach and look for solutions – we are unapologetic and uncompromising in our vison for what is possible.

Beaumont Primary Academy serves a fabulous vibrant academy community from a diverse cultural and religious background. We want all of our students and families to be proud of themselves and who they are, whilst having the highest standards of respect and understanding for each other.

Beaumont Primary Academy has the advantage of sharing a site with Moor End Academy and we work closely together.

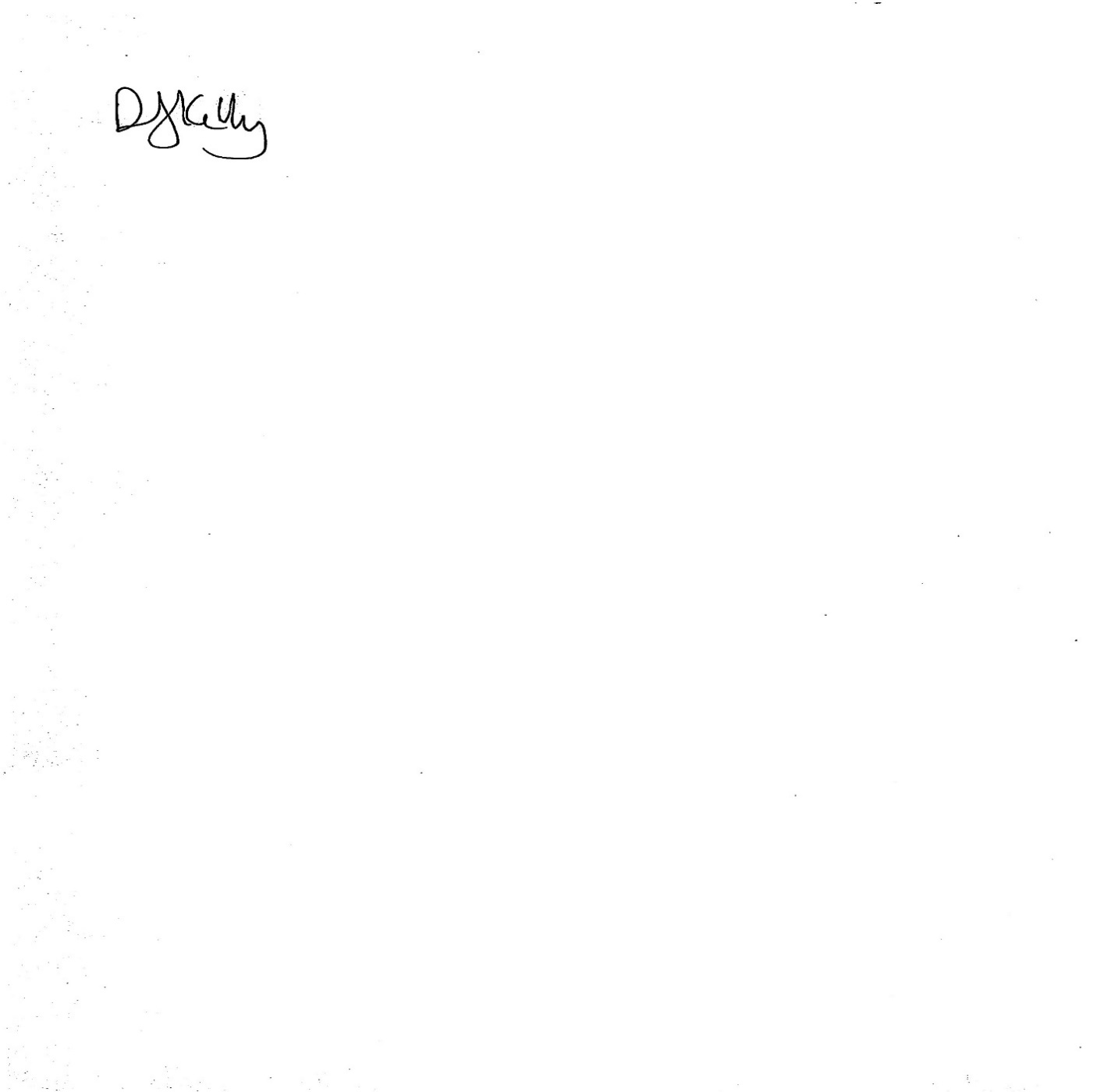
We are looking for teachers who have a proven track record of excellence, a strong understanding of curriculum, a clear pedagogy which aligns with our vision, a strong commitment to their own professional development and wanting to continually improve our offer for our children through open, honest and reflective team work.

We can offer you a well- established team of highly professional and dedicated staff who work as one team in the best interests of our children.

We are uncompromising and relentless in our drive for the very best for every single child and their unique circumstances. If you think you are the right person to join our team, please do find out more:

* on our website [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk) or
* on our Twitter account @BeaumontPAC or
* telephone and a member of SLT will be able to answer any further questions you may have.

We encourage visits to the school.



**Debbie Kelly,**

**Principal**

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**South Pennine Academies**

**Sponsorship**

South Pennine Academies is the sponsor and works in partnership to raise levels of attainment and aspirations of all students. As sponsor, South Pennine Academies is very well placed to create a unique institution characterised by high achievement and success. The Trust has a national reputation for excellence and has a solid track record of partnership working with employers, universities and local academies.

The benefits that South Pennine Academies brings are immense, adding their expertise and ideas as well as opening up life-enhancing opportunities to all academies in the Trust including Beaumont Primary Academy.

The key to the Academies success will be the development of a shared vision, effective and transformational leadership and management, robust partnership arrangements, high quality and focused teaching which guarantees students learning and success. This all needs to be achieved amongst a strong and cohesive staff body.

Students will show good manners, work hard and be honest at all times. They will learn, share and succeed, together.

At Beaumont, we are proud to be part of the SPA team. Staff have fantastic opportunities to work with colleagues across the Trust and build upon good networks to support professional development. The Trust offer an excellent professional development calendar for staff across the academy.

**The Vision:**

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| --- |
| * To develop a group of closely partnered academies. * To ensure all academies are world class centres of excellence for teaching, learning and progress. * To ensure the trust plays a pivotal role in improving the life chances of students. * To ensure that local solutions and partnerships meet local needs. * To focus on academy improvement with inclusion and diversity at the core. |



**THE SELECTION PROCESS**

**How to Apply**

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Reception Class Teacher** you should;

* Follow the link to apply via the My New Term website only. Late applications will not be considered. If you have any questions please telephone the school office on 01484 503111 to speak to a member of staff.
* Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
* Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person / employee specification and the unique contribution that you could make to the future success of the Academy.
* Please ensure that your personal statement is no more than 2 A4 sides.

**Beaumont Primary Academy, Dryclough Road Campus, Dryclough Road, Crosland Moor, Huddersfield, HD4 5JA.**

**Time table for the selection process – please see front cover**

**Successful applicants will be required to undertake a Criminal Record Check via the DBS.**

**Beaumont Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Job Description**

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**JOB DESCRIPTION – Reception Class Teacher**

**JOB PURPOSE:**

To carry out the duties of a school teacher as set out in the School Teachers’ Pay and Conditions Document 2016 and have due regard to the aims, ethos and policies of the school; under the direction of and in consultation with the Principal.

**A. Teaching and Learning**

* Plan activities and experiences appropriate to the age, ability and individual need of all students following the Curriculum Guidance for Foundation Stage and National Curriculum to ensure students receive a broad and balanced curriculum.
* Set clear and challenging targets for learning, building on prior attainment.
* Consider how the subjects can promote citizenship, spiritual cultural, mental and physical development and preparation for adult life.
* Reviewing and maintaining resources and a high quality learning environment.
* Recording student’s profiles, progress and attainment in accordance with school policy.
* To positively promote engagement with parents.

**B. Continuous Development**

* To attend courses provided by organisations as and when appropriate and disseminate information.
* Manage a curriculum area(s) of special interest where necessary:

1. be involved in the organisation, maintenance and review of resources and equipment throughout school attached to that curriculum area(s);
2. keep abreast of current trends and developments, attend relevant courses and disseminate information and ideas to colleagues associated with that curriculum area(s).

**C.** **Assessment and Recording**

* Assess how well learning objectives have been achieved and use this assessment to inform future teaching.
* Assess and record students’ progress in accordance with School Policy and Statutory Guidance.
* Mark and monitor class and homework, providing constructive oral and/or written feedback and setting targets for students’ progress.
* Provide written reports to:
  1. parents, in accordance with school procedures and statutory requirements;
  2. other agencies, in accordance with school procedures and Code of Practice.

**D. Pastoral**

* To promote, maintain and supervise the Health and Safety of students engaged in authorised school activities both on school premises and elsewhere.
* To demonstrate a commitment to positive behaviour management throughout school.
* To care for the physical and emotional welfare of children within the class/school.
* To follow child protection procedures in accordance with School Policy to ensure the safety and welfare of children throughout the school.
* To register students, encourage punctuality and reinforce school attendance procedures in consultation with the Head Teacher.
* To develop positive relationships with parents and promote the home-school partnership.
* To liaise with outside agencies responsible for student welfare.

**E. General**

* To promote Equality and Diversity ensuring that, specifics of gender, race, class, ability and disability are treated in a positive and no-discriminatory manner.
* To attend meetings with colleagues, parents and outside agencies as directed by the Principal.
* To adhere to safe working practices and to report any dangerous events or equipment to the relevant person.
* To carry out any other duties appropriate to the level expected of a teacher on standard scale relating to the efficient organisation of the school.
* To participate on Performance Management as required by Government Regulations.

**F. Safeguarding**

* As part of your wider duties and responsibilities you are required to promote and actively support the Trusts ‘responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable.

Responsible for: None

Responsible to: Principal

**PERSON SPECIFICATION**

**Post Title: Class teacher- Reception maternity leave**

**Main scale**

|  | **Criteria** | **Rank** | **How Identified** |
| --- | --- | --- | --- |
| EDUCATION AND  TRAINING | Degree in appropriate area, preferably Early years  Evidence of continuing professional development  Attendance at recent training/professional development on learning | E  E  D | Application form  Application form  Application Form and interview |
| RELEVANT  EXPERIENCE | Evidence of recent excellent classroom practice and experience of Early Years  Evidence and experience of raising standards/achievement and accelerate student progress  Experience of working with parents, outside agencies and the wider community  Experience of working within a team  Experience of working with children from different backgrounds  Experience of creating an engaging, creative and vibrant classroom environment which stimulates children’s interest and supports their learning | E  E  D  E  E  E | Application form  Application form and interview  Application form and interview  Application form and interview  Application form and interview  Application form |
| SPECIAL  KNOWLEDGE  AND SKILLS | High quality and effective interpersonal skills  Expert knowledge of the EYFS / National Curriculum and the skills to develop a creative and confident approach to curriculum co-ordination  A clear philosophy of early years/primary education and proven ability to translate this into practice  An excellent class teacher with excellent organisational skills  A dedication to meeting all children’s needs through varying teaching strategies  An ability to lead, enthuse and motivate colleagues  Understand the principles of Child Protection and Safeguarding and recognise own responsibility and accountability  Excellent communication and presentation skills  An ability to be innovative, and support on-going initiatives  A commitment to using the outdoors as a teaching space  A willingness and capacity to contribute to the development of our curriculum and continuous provision both indoors and outdoors | E  E  E  E  E  E  E  E  E  E  E | Application form and interview  Application form and interview  Application form and interview  Application form and interview  Application form and interview  Application form and interview  Application form and interview  Application form and interview  Application form and interview  Application form and interview  Application form and interview |
| ADDITIONAL FACTORS | A commitment to community cohesion and student inclusion  A willingness to undertake extra-curricular activities  Understanding your part in being a positive and pro-active member of staff | E  E  E | Application form and interview  Application form and interview  Application form and interview |

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters E and D in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the E's on day one to be able to do the job, you need to have all the D's to do the job, but they could be learnt during the induction. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.