

PDET



**Educating primary children
across Northamptonshire & in
Peterborough & Rutland.**

**2024 Recruitment Pack
Early Career Teacher**

@PDET_MAT

Learning and Flourishing Together



Our Academies

The Church of England has been running schools for over two hundred years in the belief that every child deserves a good education, which enables each to flourish and achieve his or her potential.

A good education helps develop character and can be life transforming. It helps prepare a child for life in our diverse society and to contribute to it.

Our schools seek to serve their local communities; they are inclusive welcoming children of the Christian Faith of other faiths or of no faith, children from all background and of all abilities.

We believe in the infinite worth of each person: children deserve the very best education and staff deserve support to deliver this.



Message from PDET Chief Executive

Peterborough Diocese Education Trust (PDET) is a Multi Academy Trust (MAT) that was created in 2014 to be the 'home for church schools'. It is currently made up of 33 academies; 30 academies are in Northamptonshire, one in Rutland and one in Peterborough.

Our primary academies deliver education to 6000 children of all faiths and none. Many of our staff would not describe themselves as regular church attenders, however, they feel that they are able to subscribe to the values that we consider important to achieving outstanding education within a distinctly Christian ethos.

We believe children flourish in our schools if the adults are flourishing. Therefore, supporting and developing our staff is a key priority. We regard this as a strength of our Trust.

We look forward to you joining us for a number of reasons:

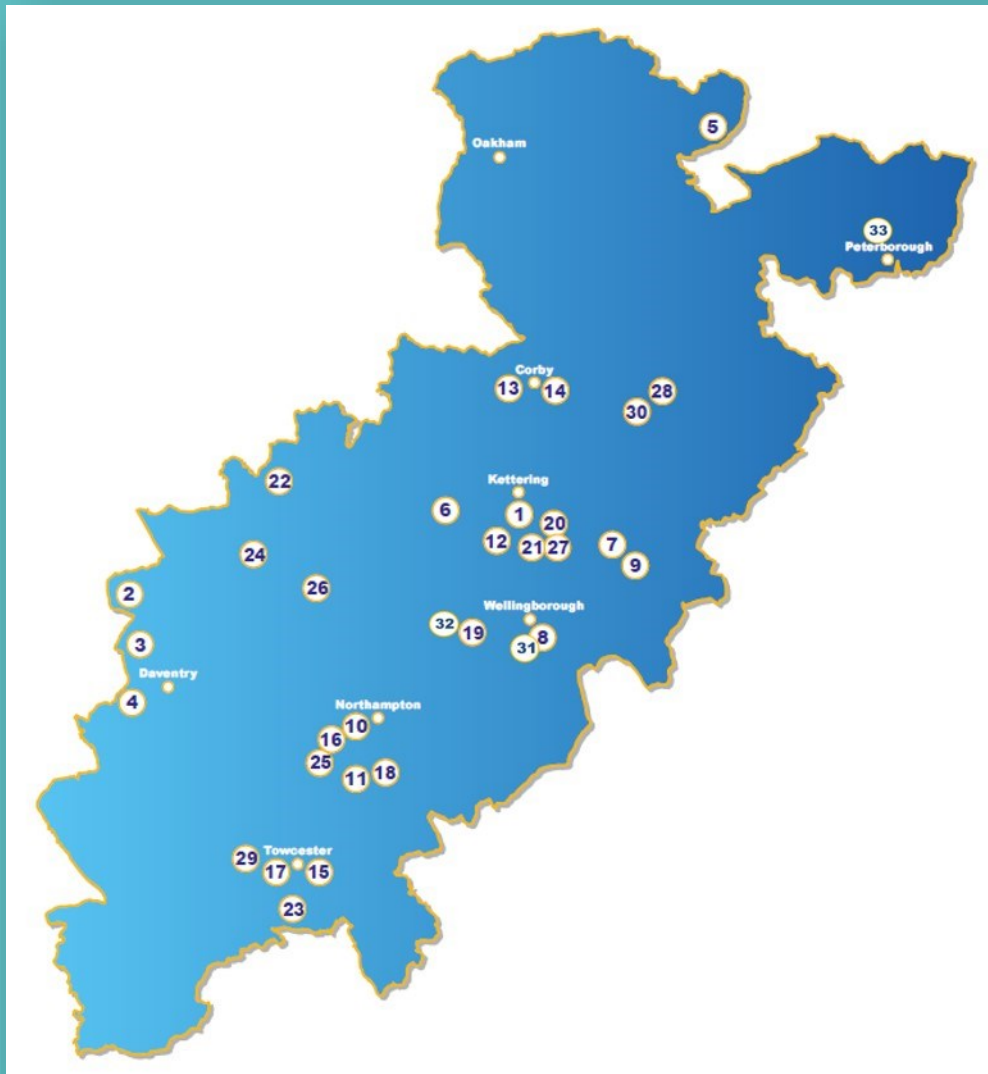
- the energy you bring as you start out on your professional journey
- the chance for our more experienced staff to share their practice
- contributing to the development one of the most important workforces in the country.

I hope that you decide to join a caring MAT that is making a real difference to the lives of children across a large number of academies.

Ruth Walker-Green
Chief Executive



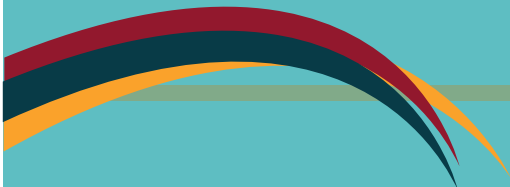
Our Academies



1. St Andrews Church of England Primary School
2. Barby Church of England Primary School
3. Braunston Church of England Primary School
4. Staverton Church of England Primary School
5. Ryhall Church of England Academy
6. Loddington Church of England Primary School
7. Great Addington Church of England Primary School
8. St Barnabas Church of England School
9. Ringstead Church of England Primary School
10. St James Church of England Primary School
11. Milton Parochial Primary School

12. Pytchley Endowed CE School
13. Cottingham Church of England Primary School
14. Weldon Church of England Primary School
15. Towcester Church of England Primary School
16. St Lukes Church of England Primary School
17. Greens Norton Church of England Primary School
18. Collingtree Church of England Primary School
19. Mears Ashby Church of England Endowed School
20. Cranford Church of England Primary School
21. Isham Church of England Primary School

22. Welford, Sibbertoft & Sulby Endowed School
23. Silverstone Church of England Primary School
24. Guilsborough CE Primary School
25. Kislingbury CE Primary School
26. Spratton CE Primary School
27. St Mary's CE Primary Academy
28. Oundle CE Primary School
29. Blakesley CE Primary School
30. Trinity CE Primary School
31. Freeman's Endowed CE Junior School
32. Sywell CE Primary School
33. William Law CE Primary School



THE PDET FAMILY

We are currently a family of 33 academy schools with others waiting to join. We use the term 'family' advisedly because we are related through our Christian heritage and united by our shared Christian values yet, like members of a family, each individual school has its own unique identity.

One of the joys of being part of PDET is to see the informal family networks of support that have developed across the Trust, whether of bursars or school leaders, helping our strap line 'Achieving More Together' to become a reality.

WHAT OUR HEADTEACHERS

- Networking Opportunities;
- Exceptional level of support from the central team;
- Responsive leadership support;
- Despite it's growth the trust, still remains personal and values the uniqueness of each school;
- Cluster sharing opportunities;
- Safeguarding expertise and legal advice, usually within the hour;
- CPD development days;
- School improvement expertise.



BENEFITS OF JOINING A PDET ACADEMY

Being part of a close-knit family of academies, with shared values and a commitment to mutual support;

Guaranteed ECT time;

High quality CPD;

Bespoke training at all levels;

Enhanced opportunities for teacher development e.g. sharing good practice between academies, additional leadership opportunities;

Commitment to building capacity within – creative CPD opportunities;

Secondments to leadership roles;

Access to leadership courses;

Potential to work across more than one school;

Curriculum enrichment opportunities for pupils;

A trust committed to Wellbeing

Employee Assistance Programme for all staff;

The chance to innovate in ways that benefit schools and communities in their particular context;

A highly supportive and available central team;

Schools spread across the length and breadth of the diocese.

Great variety of schools ranging from small village schools to large urban schools;

Opportunity to join one of the fastest growing MAT's in the area;

A trust who continues to recognise the terms of the School Teachers' Pay and Conditions Document (STPCD), the Burgundy Book;

A trust who values positive working relationship with the trade unions;

Access to the Teachers' Pensions Scheme;



WELLBEING AT PDET

At PDET we recognise the importance of your wellbeing. Together with our staff we have developed a Wellbeing Charter. The Charter is our commitment to supporting your wellbeing. It covers 5 pillars -

- Sense of Purpose
- Financial Management
- Physical Health
- Mental Wellbeing
- Social Connections



As a result of our Charter we have introduced:



Lifestyle Savings via Vivup.

Which will give you access to thousands of discounts on everyday essentials, including supermarket discount vouchers, eating out, health and beauty and travel.

Wellbeing Committee

Formed of internal employees across our schools, our wellbeing committee share ideas and resources between schools, so we can help facilitate our charter.



Want to join our Wellbeing Committee? Speak to HR today!



Recognition Tool

To be able to congratulate, thank and share the achievement of your colleagues for the amazing work they do by awarding them a High five.



Employee Assistant programme

Gives you access to an array of wellbeing resources, to support you at work and at home. This includes access to a 24/7, confidential counselling service hotline.

Inter-school staff events

Including Rounders championships and Quiz Nights!



Wellbeing Newsletter

A termly newsletter celebrating the achievements of staff across the Trust, and as a platform to share helpful resources and support networks.



#Learning&FlourishingTogether

KEY DATES

Closing Date: 25th April 2024—12pm

Interview Dates:

Observations 3rd May 2024

Panel Interviews 10th May 2024

OUR CLUSTERS

Northampton

Collingtree, Kislingbury, Milton Parochial, St James Northampton, St Luke's Northampton.

Towcester

Blakesley, Greens Norton, Silverstone, Towcester.

Daventry

Barby, Braunston, Guilsborough, Spratton, Staverton, Welford, Sibbertoft & Sulby.

Rutland/NE Northants

Oundle, Ryhall, Trinity Aldwincle, William Law CE Primary School.

Kettering 1

Cranford, Great Addington, Mears Ashby, Ringstead, Sywell, St Barnabas, Freeman's Wellingborough.

Kettering 2

Cottingham, Isham, Loddington, Pytchley, St Andrews Kettering, St Maty's Burton Latimer, Weldon.



ECT RECRUITMENT PROCESS 2024

We are a forward thinking trust and are continually looking for ways to create distinctiveness across our family of academies by **Achieving More Together**.

Our academies already work in 6 clusters which enables them to benefit from school to school support across a range of areas. Academies work together and gain from the experience of other settings.

We apply the same working together approach to our ECT recruitment. Rather than each school recruiting for their ECT independently we create a pool of ECTs who can fill our positions across the trust. All successful candidates are successfully placed at a school within PDET.

THE APPLICATION PROCESS

We welcome applications from aspirational students who are passionate about making a difference to children within our trust. You have the opportunity to be considered for any ECT roles available across PDET or you can limit your application to one or a number of our clusters. Simply state this at the start of your personal statement on your application. If your initial application is successful you will be invited to attend an initial observation session.

Safeguarding and Child Protection

PDET is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. All new staff with the Trust will be subject to an enhanced DBS check and all other safeguarding requirements in accordance with DfE legislation.



#Learning&Flourishing Together



HOW TO APPLY

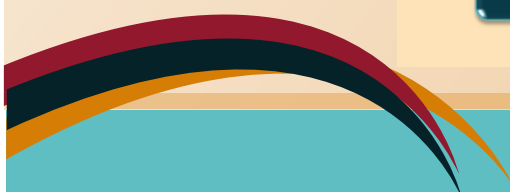
It is really simple to apply directly through our recruitment site—

<https://accesspeople.accesscloud.com/>

PeterboroughDioceseEducationTrustRecruitment

Any questions you can email PDET's Head of HR at melanie.morris@pdet.org.uk.

Wherever possible, please provide email addresses for your referees.



Job Description

Class Teacher

**LEARNING AND
FLOURISHING
TOGETHER**

PROUD TO
BE PART OF

PDET

JOB PURPOSE

To ensure high quality education for all pupils for which you are responsible and accountable and improve the quality of learning and standards of achievement.

MAIN DUTIES & RESPONSIBILITIES

The following should be read in conjunction with the Teacher Standards which exemplify in greater detail each point.

Teaching and Learning

- Set high expectations which inspire, motivate and challenge pupils.(1.1)
 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Promote good or better progress and outcomes by pupils. (1.2)
 - Be accountable for pupils' attainment, progress and outcomes
 - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - Plan, teach, monitor, assess and evaluate the education of children taught
- Demonstrate good subject and curriculum knowledge. (1.3)
 - Have a secure knowledge of the relevant subject(s) and curriculum area, foster and maintain pupils' interest in the subject, and address misunderstandings
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- Plan and teach well-structured lessons in accordance with the school curriculum and in relation to the Teacher Standards.(1.4)
 - Reflect systematically on the effectiveness of lessons and approaches to teaching
 - Contribute to the design and provision of an engaging curriculum with the relevant subject area(s)
- Adapt teaching to respond to the strengths and needs of all pupils, working with other professionals as necessary. (1.5)
 - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Job Description

Class Teacher (continued)

- Make accurate and productive use of assessment. (1.6)
 - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - Make use of formative and summative assessment to secure pupils' progress
 - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- Manage behaviour effectively to ensure a good and safe learning environment. (1.7)
 - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - Have high expectations of behaviour and use a range of strategies consistently and fairly
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Standards and Quality Assurance

- Fulfil wider professional responsibilities. (1.8)
- Uphold public trust in the profession by maintaining high standards of ethics and behaviour, within and outside school (2.1)
- Have proper and professional regard for the ethos, policies and practices of the school including equal opportunities, safeguarding, SEND and inclusion. (2.2)
- Maintain high standards in their own attendance and punctuality (2.2)
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities (2.3)
- Support the teamwork ethic of the school
- Be proactive in matters relating to health and safety
- Be supportive of the Church ethos of the school.

Other Duties

- Participate in staff meetings, INSET and the corporate work of the school.
- Administer assessment tasks and tests as required for specific age groups.
- Prepare regular reports to parents and attend parents' evenings.
- Undertake playground supervision on a rota basis.

ADDITIONAL REQUIREMENTS

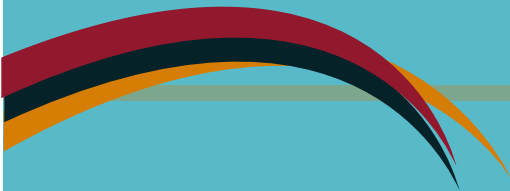
This job description outlines the main duties of the post but does not exclude other duties, which may be undertaken to ensure the efficient operation of the academy. Other duties required will be consistent with those listed above and appropriate to the title and grade of the post. The job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

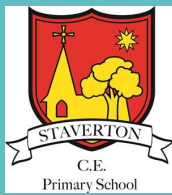
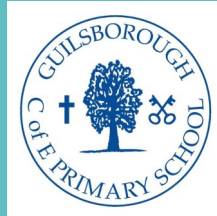
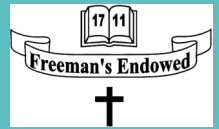
Person Specification

ESSENTIAL	DESIRABLE
Qualifications	
Qualified Teacher Status	Degree Evidence of continuous professional development
Experience	
Successful primary teaching experience	Experience of: Teaching across key stages Working in partnership with parents Working in a Church of England school
Knowledge and understanding	
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); Statutory National Curriculum requirements at the appropriate key stage; Effective teaching and learning strategies; The monitoring, assessment, recording and reporting of pupils' progress; The statutory requirements of legislation concerning Equal opportunities, Health & Safety and SEND; The positive links necessary within school and with all its stakeholders. <p>A thorough understanding of and commitment to uphold all safeguarding systems and policies.</p>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> One or more curriculum subjects in depth; Using cross-curricular approaches to learning; Making effective links between schools.

Person Specification

ESSENTIAL	DESIRABLE
Skills	
<p>Promote the school’s aims positively, and use effective strategies to monitor motivation and morale;</p> <p>Ability to adapt teaching to meet pupils’ needs</p> <p>Develop good personal relationships within a team;</p> <p>Establish and develop close relationships with parents, governors and the community;</p> <p>Communicate effectively (both orally and in writing) to a variety of audiences;</p> <p>Create a happy, challenging and effective learning environment.</p> <p>Ability to lead and support TA’s effectively to support children’s learning</p> <p>Ability to deal sensitively with staff, parents and pupils</p>	<p>Develop strategies for creating community links.</p> <p>Enthusiasm and ability to use ICT creatively across the curriculum</p>
Personal Characteristics	
<p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p> <p>High expectations for children’s attainment and progress</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p> <p>Approachable</p> <p>Committed</p> <p>Empathetic</p> <p>Enthusiastic</p> <p>Organised</p> <p>Patient</p> <p>Resourceful</p>	





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