



The Shared Learning Trust

THE VALE
ACADEMY

WHY WORK FOR THE VALE ACADEMY?

ABOUT US

- At The Vale Academy, we put our children at the heart of everything we do, to serve our local community
- You'll be working alongside a collaborative, forward thinking, friendly and supportive team of around 50 staff
- Unparalleled CPD opportunities with The National College catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding Trust
- Fantastic children with a wonderful desire to learn
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- 15% off annual membership for Active Luton Gym

WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: <https://www.thesharedlearningtrust.org.uk/vacancies3/60982.html>

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or j.powell@thesharedlearningtrust.org.uk

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

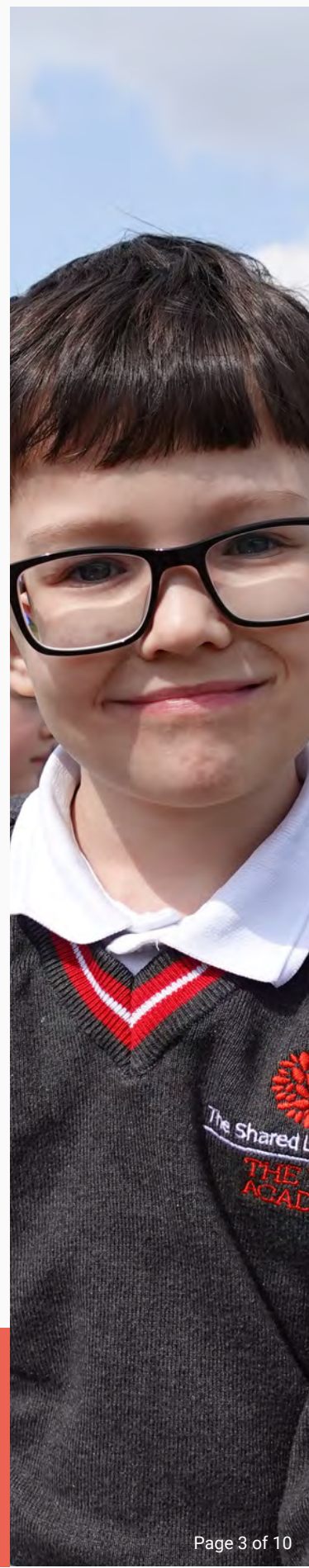
The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

HERE'S WHAT OFSTED HAVE TO SAY

Leadership and Management: 'GOOD'

The school's Headteacher has worked quickly with senior leaders, supported by the work of the academy trust, to maintain the strong sense of community among staff, pupils, parents and trustees. Leaders are well regarded by all staff. Consequently, staff morale is high.



OUR LEADERSHIP



Cathy Barr,
CEO

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust as principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength, employing some 500 fantastic staff members who serve over 4000 children within our communities. It is my privilege to be CEO of our family of schools and work with each head of school to ensure the best possible education in their own academy.

Our ethos is simple; to build a collaborative partnership of academies and schools that will provide exceptional educational provisions, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider community. They are role models and young leaders, who contribute to collegiate ethos with maturity.

We aim to recruit staff who:

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching and are keen to continually develop their own skills
- Recognise that teaching can be a demanding job and can react positively to those demands
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future

I am conscious that this may be your first contact with our trust and first impressions are very important. I hope what you have read, coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes, Cathy



ABOUT THE VALE ACADEMY

Behaviour and Safety of Students: 'OUTSTANDING'

"The behaviour of pupils is outstanding. Pupils have exceptionally positive attitudes to learning and act responsibly in managing both their own behaviour and helping others in the academy. This contributes to the friendly, social atmosphere in the academy. Pupils are proud of the academy. The buildings and grounds are neat and tidy, and pupils have plenty of room to play and places where they can sit quietly and reflect. Pupils all speak positively about how much they enjoy and value being a part of the academy, and this is evident in their very smart appearance and their impeccable manners"

Quality of Teaching: 'GOOD'

"The strong, positive relationships between adults and pupils support the outstanding attitudes to learning that pupils show in lessons and around the school. All staff have high expectations of pupils' behaviour. Classrooms are well organised, bright and welcoming. They have been thoughtfully set up for the new age ranges of pupils on the academy's roll. Teachers have high expectations, assess pupils' progress accurately in lessons and provide work that children enjoy"

Achievement of Pupils: 'GOOD'

"Children start school with skills and knowledge below those which are typical for their age. Pupils reach standards, in both English and mathematics that are higher than those expected for their age. Pupils' positive attitudes to their learning, together with careful assessment and planning by teachers to challenge pupils to do their best work, contribute strongly to the achievement being made."

VISION & VALUES



'STRIVE, ACHIEVE, BELIEVE'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

STRIVE

We will:

- Provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be
- Continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- Have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets
- Focus on the development of all our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression

ACHIEVE

We will:

- Aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative
- Share strong trust approaches to our key issues, e.g. teaching, assessment, attendance and curriculum development
- Offer an interesting yet challenging curriculum in each of our academies
- By our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all
- Continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence
- Place emphasis on collaboration with partners outside of our trust to maximise opportunities for all in our trust

BELIEVE

We will:

- Enable all of our learners to develop and flourish, through close working and regular communication with our families and local community
- Care for our families beyond the school day, supporting the development of high self-esteem and belief
- Ensure that every child in our trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom
- Promote can-do attitudes and resilience across the trust that develop belief and high expectation

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. Ranging from an extensive **Wellbeing package**, to free tea and coffee, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers for all staff members



Free, onsite car parking at all academies



Reduced gym membership



Cycle to work scheme



Support for all staff with an experienced licensed counsellor



Free tea & coffee plus a reusable Bamboo coffee cup for new starters



Enhanced pension employer's contribution & death in service payment



Support with relocation, including a range of information and contacts



Online delivery drop off service, including Amazon deliveries



Refer a friend £500 bonus scheme

CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at The Shared Learning Trust.

To continue our support for all members of our staff community, we have partnered with the Teacher Development Trust, offering our colleagues the opportunity to further their professional development by studying for specialist NPQs which are all completely funded.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

When it's your birthday, you can also choose from a wide range of birthday boxes, complimentary of us!



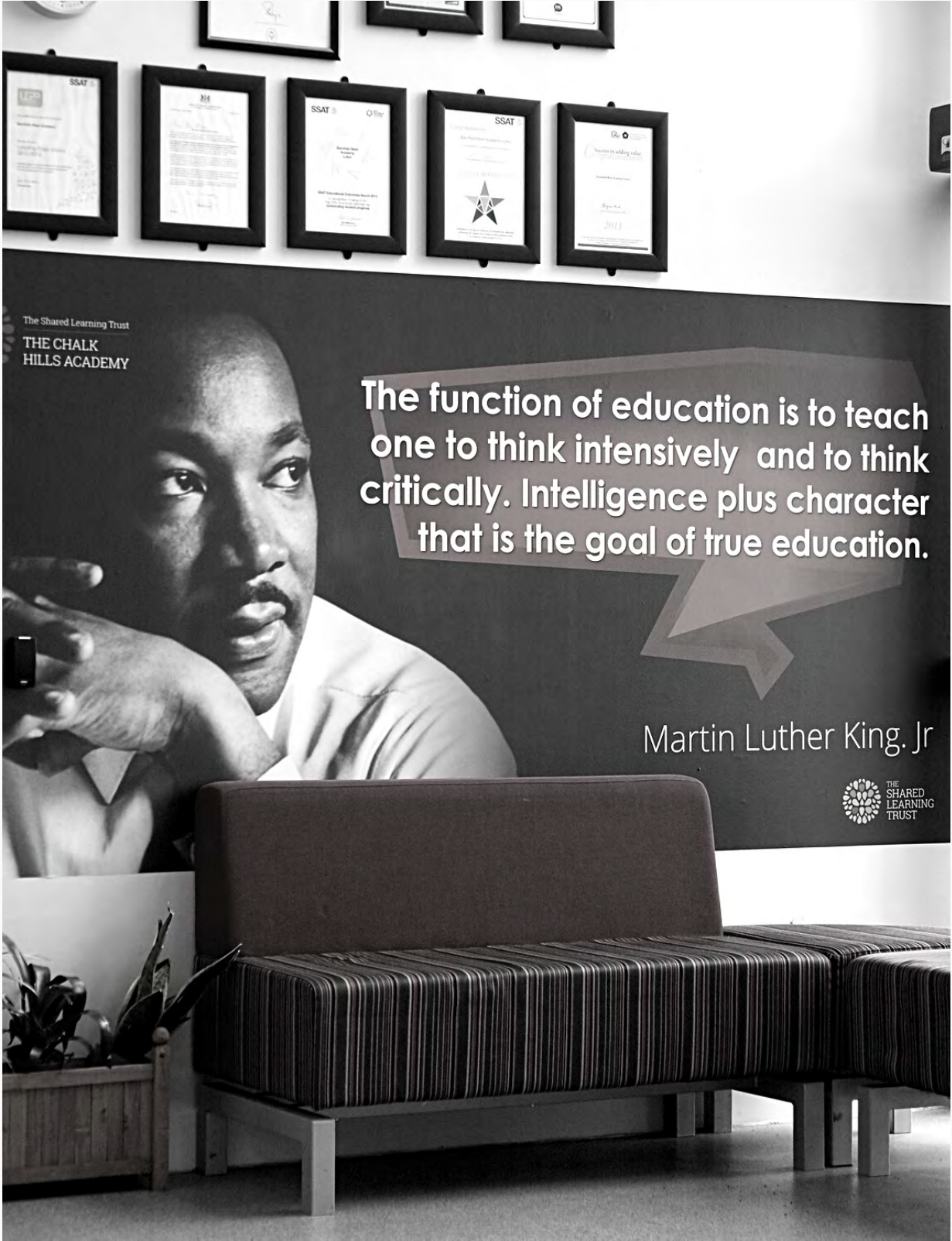
Perkbox also provides access to 24/7 access to GP appointments, confidential support and guidance through our Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a **wellbeing portal**, full of resources and videos.

RECRUITMENT BOOKLET



The Shared Learning Trust
**THE VALE
ACADEMY**



The Shared Learning Trust
**THE CHALK
HILLS ACADEMY**

The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education.

Martin Luther King, Jr



SEE MORE AT

WWW.THESHAREDLEARNINGTRUST.ORG.UK



Class Teacher with Additional Responsibility

The Vale Academy is an exceptional primary school that offers a warm, welcoming, and nurturing learning environment for children aged 2-11.

We are looking for a creative and innovative Class Teacher with the possibility of Additional Responsibility which may include Curriculum Lead or Key Stage Lead. You will join our team and play a key role in motivating and inspiring young learners. In everything we do, we aim to create a positive and safe environment to foster success and impact our students' lives.

Why join The Vale Academy?

1. **Fantastic Students:** The Vale Academy is home to some of the most wonderful students you'll ever meet. Our students are kind, caring, and eager to learn. They make the school a joyous place to be.
2. **Hardworking Teachers:** Our teachers are dedicated, knowledgeable and passionate about their work. They go above and beyond to ensure that every child receives a high-quality education, tailored to their individual needs.
3. **Supportive Parents:** Our parents are actively involved in their children's education and work closely with our teachers to ensure that their children receive the best possible education. We value our parent's support and work together to create a strong, supportive community.
4. **Safe and Nurturing Environment:** We believe that a child's learning environment plays an essential role in their success. Our school is a safe, nurturing environment where children feel comfortable to learn, grow, and explore.
5. **Opportunities for leadership progression:** As part of The Shared Learning Trust, we place value in our own colleagues and empower them to reach their full potential. We offer a range of training opportunities, include NPQ qualifications, coaching and mentoring and Masters qualifications, and encourage those who want to progress into leadership roles.

Overall, The Vale Academy is a school that is dedicated to providing an outstanding education to every child. Our lovely students, hardworking teachers, and supportive parents create a community that is committed to excellence in all areas of education.

The successful candidate will have:

- QTS is a must.
- **Passion for Education:** Ideal candidates should have a genuine love for teaching and a strong desire to make a difference in the lives of their students.
- **Creativity:** Primary school students respond well to engaging and creative teaching methods. Ideal candidates should be able to think outside the box and come up with new and exciting ways to teach.
- **Excellent Communication Skills:** Ideal candidates should be able to communicate effectively with both students and parents. They should be able to explain complex ideas in simple terms and be able to give constructive feedback.
- **Strong Organisational Skills:** Primary school teachers have a lot of responsibilities, and it is important to be organised and efficient. Ideal candidates should be able to manage their time effectively and have strong organisational skills.
- **Team Player:** Teaching is a collaborative effort, and ideal candidates should be able to work well with colleagues and other members of staff.



- Continuous Learning: Ideal candidates should be committed to ongoing professional development and should be willing to learn and adapt to new teaching methods and technologies.

Job Specifics:

Start date: January 2024

Salary: MPS/UPS £30,000 - £46,525

Contract: Full time, permanent, teacher T&C's

Job description: Class Teacher (Primary)

PURPOSE OF POST:

The appointed candidate will be qualified and experienced in Primary teaching. We are looking for candidates with a passion and proven success of working with children.

Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

The School Teacher's Pay and Conditions Document gives details of the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks MPS1-6	Task Evidence
Teaching Responsibility	<ul style="list-style-type: none">• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions• Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils• Plan and prepare lessons to meet the needs of all pupils.• Use teaching time and resources effectively to promote learning objectives.• Use appropriate classroom organisation for curriculum objectives.• Set/mark appropriate, differentiated/challenging work and monitor completion.• Record and report on the progress and attainment of pupils.• Provide appropriate homework.	Planning file. Lesson observations. Work sampling. Tracking date and pupil report
Pastoral Care and Supervision	<ul style="list-style-type: none">• Establish a safe and stimulating environment for pupils, rooted in mutual respect• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly• Maintain an ordered and disciplined working atmosphere in lessons.• Provide guidance to pupils on social and behavioural	Lesson observations. Planning file and behaviour logs



	<p>issues.</p> <ul style="list-style-type: none"> • Supervise pupils in lessons, breaks, moving around the school and off-site. 	
<p>Communication and Liaison</p>	<ul style="list-style-type: none"> • Inform parents of half-termly curriculum plans. • Attend parent evenings to discuss curriculum issues and pupil progress. • Liaise with parents and outside agencies to support pupils. • Provide relevant information to other schools. • Provide information for Governors and educational agencies. • Attend staff meetings and work collaboratively with colleagues. • Work in partnership with support staff and provide clear guidance for class helpers which promotes learning objectives. 	<p>Parent meetings. Communication to parents.</p> <p>Liaison meetings/transfer forms. Committee/staff meeting minutes. Communication books.</p>
<p>Performance Management and Training</p>	<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • Guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Communicate effectively with parents with regard to pupils' achievements and well-being • Encourage pupils to take a responsible and conscientious attitude to their own work and study • Attend agreed professional development courses/school INSET to update skills. • Participate in school performance management. • Proactive role in keeping PM file containing suitable evidence for teaching standards and targets set. 	<p>INSET/Training record.</p>
<p>Curriculum and Management Duties</p>	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • 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 • Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and 	<p>Policy, scheme of work.</p> <p>Subject leader monitoring sheets.</p> <p>Subject portfolio</p>



	<p>policies.</p> <ul style="list-style-type: none">• Set up resource areas and manage a curriculum budget.• Monitor planning for the provision of PP, SEND, More able and EAL.• Ensure that subject leader monitoring and development folder are kept up to date.• Monitoring quality and standards of implementation.• Contributing to school planning and self-evaluation.• Providing professional support to other teachers and support staff.• Lead appropriate professional development sessions.	
UPS 1 & 2		
<p>Teachers in the Upper Pay Scale are expected to make a substantial and sustained contribution to building team commitment in line with the statutory requirement to meet threshold standards.</p> <p>Teachers are expected to contribute significantly to implementing work based policies and practice.</p> <ul style="list-style-type: none">• Teachers are expected to deliver consistently good and outstanding teaching.• Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them.• Teachers are expected to play a proactive role in leading the professional development of key stage colleagues.		
UPS3		
<p>As above and:</p> <p>UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team with a substantial and sustained approach. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.</p>		

This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Head of school to undertake any other duties commensurate with this role



Person Specification

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
<p>Professional:</p> <ul style="list-style-type: none"> • Qualified Teacher Status • An enhanced DBS certificate 	<ul style="list-style-type: none"> • Additional professional qualifications
<p>Experience:</p> <ul style="list-style-type: none"> • Experience of teaching within Primary education 	
<p>Skills, Knowledge & Aptitude:</p> <ul style="list-style-type: none"> • Ability to create a stimulating learning environment • An understanding of the role of assessment in teaching and learning • An ability to communicate effectively with parents and other members of staff both orally and written • Willingness to involve parents in their child's learning • A caring and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities • Ability to manage appropriately children's behaviour. • Ability to teach in a fully inclusive environment • An ability to plan coherently and seek further opportunities to enhance the curriculum • A sound Knowledge of National Curriculum at Key Stage 1 and 2 • Positive role model with strong leadership skills. • Self-motivated, creative and confident • Willingness to learn, share experiences and influence the work of others • Ability to work effectively and flexibly both independently and as part of a team and meet deadlines • Ability to lead, advise and manage other staff within the classroom environment • Confidence and appropriate training • Computer literate • Experience of leading an area of the curriculum • Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development 	<ul style="list-style-type: none"> • A good understanding of school self-evaluation • Ability to demonstrate a clearly identified personal educational philosophy • A clear vision of their immediate professional development needs • A sound understanding of different learning styles • Experience of leading the development of a school policy • A good understanding of work-life balance and how to achieve this



<p>Personal:</p> <ul style="list-style-type: none">• Well organised and efficient• Ability to work on own initiative• Ability to work as part of a team within a busy environment – good team player• Excellent verbal and written skills• Enthusiastic with a positive approach to new ideas and developments• Flexible to meet the changing needs of the school• Energy, drive and enthusiasm to support change in the future development of the school• Self-motivated• Demonstrate commitment• Approachable and compassionate• Aspirations for the future	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.