



Teacher – temporary maternity cover



Leger Education Trust



RECRUITMENT INFORMATION PACK

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Leger Education Trust



11 June 2024

Dear Applicant,

Thank you for your interest in the exciting position of class teacher at Spa Academy. The successful candidate will have the opportunity to have a positive impact on many young people's lives. Within this application pack you will find a job description and person specification, as well as information on the Trust and how to apply. I would strongly encourage you to visit the Academy website on www.spaacademyaskern.com and our twitter account @SpaAcadAskern, to see up to date information on life at Spa Academy.

The successful applicant will be assured of a thorough induction to the Academy and support for your own professional development. We are looking for a person who is fully committed to making a difference, who has energy and determination, and wants to shape the future of both an Academy and a community.

At Spa Academy, we aim to ensure that our pupils are creative, honest, perseverant, respectful, and responsible team players that are equipped with the knowledge, skills and character to succeed. Everything we do is centred on the belief that 'better never stops'. Spa Academy aims to develop pupils that:

- 🛡 show creativity in their desire to achieve beyond expectations
- 🛡 recognise that the path to success requires perseverance and teamwork
- 🛡 demonstrate honesty and integrity
- 🛡 take responsibility for their future
- 🛡 respect our learning community, environment and wider society.

We hope that you feel Spa Academy will be the right academy for you and you intend to apply for the role. We believe that it is a great place to work and that you will find this role rewarding and enjoyable. We would encourage you to arrange a visit to meet all of the team.

Yours faithfully,

Sarah Lathlane
Executive Headteacher

Our Organisational Vision

Our Vision

Truly great students in truly great schools

Our Mission

A high-quality learning experience that fulfils all students' potential, shapes their individual character and allows them all to thrive.

Our Strategic Areas

Culture

Thriving Together

Currency

Personal Best

Capacity

Operational Excellence

Character

Preparation for Life

Our Values



Pride

We are the champions of our students, our Trust and our people



Ambition

We challenge ourselves to innovate and do better every day



Integrity

We operate with honesty, transparency, and serve our community



Responsibility

We act responsibly, take ownership for our actions and care for each other

Our Vision

Truly great students in truly great schools

Our vision is simple... we want to nurture all our students to be amazing young people who are ready to thrive and shape our world. Through excellent teaching, leadership, governance and parental support we will achieve this together and, as a result, have schools of which we can all be proud.

A truly great student in our Trust embodies each of our four values; they take pride in everything they do, have high ambitions for themselves and others, take responsibility for their actions and always acting with integrity.

Our Mission

A high-quality learning experience that fulfils all students' potential, shapes their individual character and allows them all to thrive

To achieve our vision, we will provide all students in all our academies with a high-quality learning experience, every lesson, every day, which focuses on developing their unique character. The Trust culture will ensure that students are happy, safe, positive and the needs of every individual are met.

All students will have a voice in their education and their future. This experience will foster independence, a sense of community and an appreciation of sustainability and the environment in which they live.

Our Values



Pride

We are the champions of our students,
our Trust and our people

We do our best at all times and present ourselves positively and respectfully. We promote everything that is great, celebrate our schools and we believe in the contribution of every individual



Ambition

We challenge ourselves to innovate
and do better every day

We set the highest of standards for ourselves and others and we are outward facing and life long learners. We genuinely show that we want the best for all and are always eager to embrace self development and improvement



Integrity

We operate with honesty, transparency,
and serve our community

We have a clear moral awareness and appreciation of how our actions impact on those around us. We care for each other and promote altruistic behaviours



Responsibility

We act responsibly, take ownership for our
actions and care for each other

We know how to achieve our goals and demonstrate the initiative and independence to reach them. We embrace challenges and persevere when things get difficult. We become role models for others whilst valuing and celebrating diversity

Our Strategic Areas

Culture – *Thriving Together*

It is our belief that a strong culture is the cornerstone to a successful Trust. A core aspect to Leger Education Trust's culture is the promotion and development of everyone being a leader in their respective roles and responsibilities. By ensuring that this is a fundamental aspect to everyone's practice, we are able to effectively support each other and in doing so, *thrive together*. This approach enables us to meaningfully build capacity where everyone is provided with the opportunity to lead others and genuinely change lives. We are leaders who know ourselves, who know our own strengths and limitations and who genuinely care about making a difference. We all embrace the 'mundanity of excellence' where the basics are performed consistently, collectively and brilliantly every lesson, every day. We are empowered to challenge each other so that we all share and aspire towards achieving the highest standards of educational provision. Our Trust is staffed by radiators not drains; our people light up a room; bring energy, ideas; and an optimistic, positive attitude. Our culture ensures that we do not wait for someone else to act; we do not make excuses or take the easy option.

Currency – *Personal Best*

Our strategic area of 'Currency' focuses on ensuring that all students achieve their *personal best* during their academic careers. When students move on from our Trust, it is our hope that they will have the currency they need to succeed in life. This currency is embedded in academic achievement and the wider experiences students have during their time with the Trust. These experiences contribute to the development of a well-rounded individual who embodies a broad range of skills. It is the acquisition of these skills that enable our young people to be dynamic and capable of opening a number of exciting doors in their future. 'Black Box Thinking' creates long-term sustainable improvement and raises achievement as we honestly, bravely and brutally reflect on what we are doing, across the entire Trust. We share and promote the positives, whilst equally creating a culture where achieving the best outcomes for our students is at the heart of what we do. To do this, a professional culture of self-improvement is adopted where we question everything to ensure that it is the right approach for all. In our Trust it is our job is to ask why, how and what, whilst identifying weaknesses and challenging the norm to support innovation and risk-taking, seek opportunities and celebrate success.

Capacity – *Operation Excellence*

Our Trust has built the foundations for *operational excellence* and continues to thrive and grow. It is important that this growth is strategically managed to ensure capacity exists at every level. In order to create this capacity and support the 'business' and quality of education we provide, we focus on the identification, recruitment and retention of talent. The foundations for operational excellence also relate to the quality of our Governance. Our Trustees and Governors understand our community, embrace our culture and as Carter (2020) states 'ask the right questions, at the right time'. Ultimately, operational excellence where capacity is evident at all levels, is achieved through a combination of high quality governance, a great Trust team and outstanding academy leaders who are driven by our vision and values.

Character – *Preparation for Life*

It is our belief that we successfully prioritise personal empowerment and social transformation in what Tierney (2020) calls '*preparation for citizenship*'. On a Trust wide level, we focus on character and personal development in all of our schools, ensuring that every young person engages with the many aspects of life and society. We enable every student, particularly our most vulnerable, to experience outstanding extended and super-curricular opportunities from the moment they start school, to the time they leave and go on to the next phase of their journey. Across the Trust, innovation is prioritised to ensure that best practice is continuously shared within our schools and beyond. Carter (2020) discusses the dangers of being 'islands of ordinariness' in schools. He advises leaders, at all levels, to research, enquire, take risks and be open to new ideas. A commitment to go 'beyond the ordinary' guarantees that our schools become truly great and students leave us ready to take their place in the world.



The Application Process

Spa Academy Askern is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Further details about Spa Academy can be found on the website: www.spaacademyaskern.com and also the twitter feed @SpaAcadAskern

Communication will be via MyNewTerm, so please ensure that you regularly check your account.

If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

Written references will be sought on all short-listed candidates before interview.

If you have any queries on any aspect of the application process or need additional information, please contact Spa Academy.

Key dates:

Closing date for receipt of applications: 03/07/2024

Interview date: 05/07/2024



Advert

KS2 Teacher

Temporary – Maternity Cover

Required for a January 2025 start. The Governors are seeking to appoint a highly skilled, motivated and enthusiastic teacher to join our hard working team.

The successful candidate will have excellent interpersonal and organisational skills and the ability to deal with diverse tasks and changing priorities.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For further details and application form please contact the school by email on: cbennett@spaacademyaskern.com

Closing date for receipt of applications is 03/07/2024 at 12.00

Shortlisted candidates will be invited to an interview at Spa Academy on 05/07/2024



Job Title: Class Teacher
School: Spa Academy Askern
Responsible to: Headteacher / Governing Body

Responsible for: Carrying out the professional responsibilities outlined below and the supervision of support staff. All teachers must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. Teachers must maintain appropriate professional boundaries and respect the unique position of trust as a teacher at all times.

Duties and Responsibilities:

To be responsible for, the management and support of children in your class; the knowledge and planning of the curriculum; assessment, recording and reporting; the classroom environment and effective communication with parents and external agencies to achieve effective learning for all pupils.

Main purpose of the post:

- Work as a member of the team to ensure a high standard of education provision for pupils
- To be an excellent classroom practitioner and lead by example at all times
- Actively participate in whole school self-evaluation and school improvement planning
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.
- Undertake duties of a teacher as specified within the school
- Work with colleagues to monitor children's progress and attainment and continue to raise standards.
- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with all key stakeholders including colleagues/parents/partners/external bodies and the wider community.
- Demonstrate consistent high standards of personal and professional conduct, acting within the statutory frameworks which set out their professional duties and responsibilities.
- To produce medium and short term plans and contribute to the overall curriculum planning in line with the school's planning policy.
- To manage the work of support staff in the class to ensure they are effective practitioners.
- To attend regular team, curriculum and staff meetings in line with school procedures and to carry out duties which form part of the school's daily organisation.
- To participate in out of school activities, completing relevant risk assessment documentation and in line with school procedures.



- To maintain good order and discipline in line with Health & Safety both on the school premises and when engaged in out of school activities.
- To take part in, and take responsibility for your role in Appraisal Procedures.
- Make a positive contribution to the wider life and ethos of the school.

Leading, Teaching and Learning - specific responsibilities:

- To consistently provide high standard teaching and curriculum planning to extend and build pupils knowledge.
- To provide a teaching and learning environment that is appropriate to the tasks and in line with the school's Teaching and Learning policy.
- Be responsible for the teaching of pupils, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement.
- To deliver teaching and learning according to the educational needs of pupils assigned to him/her, including the setting and marking of work to be carried out by pupils both in school and home.
- To have excellent subject knowledge and use imaginative teaching strategies that match individual needs and engage pupils in challenging tasks
- Ensure that the curriculum is broad and balanced and meets the needs, aptitudes and interest of pupils, promoting successful progression within primary phase. To work with all staff to provide high quality learning setting high expectations and establishing a stimulating environment for pupils.
- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Manage behaviour effectively to ensure a good and safe learning environment, establish a framework for discipline with a range of strategies.
- Demonstrate an ambitious vision for the school and strive for high expectations for every pupil by setting high standards and leading by example in all areas of work.
- Ensure that a consistent approach to policies and procedures is adhered to
- Work effectively at all times with the governing body, parents, members of staff and other schools as representative of the school.
- To focus on improving teaching and learning to pursue excellence for the school.
- To effectively manage and deploy support staff, financial and physical resources within the key phase to support the delivery of the curriculum.
- Ensure that deadlines are met on a timely basis.
- To formulate a clear view of the capabilities of each child, set challenging achievable targets for each child and to monitor and review their performance targets during the year in order to raise standards
- To participate in the planning, development and differentiation of teaching and learning which will allow all pupils to have maximum access to high quality provision.
- To undertake rigorous and focused assessments, update records and tracking documents and produce assessment reports when required.



The Postholder's duties must be carried out in compliance with the school's Safeguarding policies, Equality policies, Information Security policies, Financial Regulations, Health & Safety at Work Act and all other school policies.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the postholder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post.



Person Specification – Class Teacher

Key Areas	Method of Assessment
Interview, Application Form, Assessment Exercises, References	
(i) Professional experience	
Qualified Teacher Status	Application Form
Evidence of participation in professional development or study	Application Form
Successful teaching experience or evidence of successful completion of initial teacher training	Application Form, References
Knowledge of the National Curriculum requirements	Application Form, Interview, References
Understands and is familiar with teaching and learning strategies	Application Form, Interview, References
(ii) Ability to work within a professional team and to develop and promote the school's ethos and values	
Teaching to a high standard	Application Form, Interview, References
High expectations of children in standards, behaviour, display and all aspects of school life to enable all children to reach their full potential	Application Form, Interview, References
Relates to, inspires and motivates pupils	Application Form, Interview, References



Understands and values the processes of planning monitoring and evaluation as an aid to raising standards	Interview, References
Good classroom management	Interview, References
Demonstrates good subject knowledge and curriculum knowledge	Interview, Assessment Process, References
Understands formative and summative assessment to secure pupils' progress	Application Form, Assessment Process, Interview, References
Evidence of a commitment to an equal opportunities policy and safeguarding	Application Form, Interview, References
Work within the school's policies and procedures	Application Form, Interview, References
(iii) Ability to Communicate Clearly	
Good written and oral communication skills	Application Form, Assessment Process, Interview
Good presentational and ICT skills	Assessment Process, Interview
Able to develop relationships with pupils, parents and colleagues	Application Form
(iv) Ability to Lead	
Respond effectively and efficiently to daily challenges	Application Form, Interview
To develop whole school strategies, lead, report and evaluate	Application Form, Interview
To make decisions on the basis of sound judgement	Application Form, Interview
Identify potential for individual development	Application Form, Interview



Have strategies to monitor and evaluate	Application Form, Interview
Be a professional role model	Application Form, Interview



(v) Personal Qualities	
Be enthusiastic and determined	Application Form, Interview
Able to work under pressure and recognise and manage stress	Application Form, Interview
Have flexibility, sensitivity and tact	Application Form, Interview
Commitment to ongoing and professional development	Application Form, Interview
Enjoy working with children	Application Form, Interview
Commitment to wider professional responsibilities	Application form, Interview
(vi) Safeguarding	
Has a good understanding of safeguarding and has up to date knowledge with regard to legislation	Application Form, Interview
Displays a commitment to putting children first	Application Form, Interview
Is proactive in promoting a safeguarding culture	Application Form, Interview
Previous experience of dealing appropriately with safeguarding issues	Application Form, Interview
Demonstrates a commitment to Fundamental British Values	Application Form, Interview
Personally committed towards making improvements for Children	Application form, Interview