



focus-trust
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OLD TRAFFORD
COMMUNITY
ACADEMY

Appointment Information Pack



Vacancy	Class Teacher with Teaching & Learning Responsibility (TLR) for English
Location	Old Trafford Community Academy
Start date	22 nd April 2024 or earlier if possible
Closing date& time Interview & Assessment	<ul style="list-style-type: none"> • Closing date for applications 3rd February 2025 at 12:00noon. • Interviews week commencing 10th February 2025
Salary	MPS 1 – UPS3
Return application to	Nicole Davenport, Headteacher: n.davenport@focustrust.co.uk Old Trafford Community Academy Malvern Street, Old Trafford, Stretford Manchester M15 4FL

Welcome from the Academy Headteacher

Thank you for expressing an interest in the position of Class Teacher with Teaching & Learning Responsibility for English at Old Trafford Community Academy.

This is an exciting opportunity for a talented teacher to join the OTCA team at our established and successful primary academy, which is proud to be part of Focus Trust.

This role is suited to an enthusiastic, innovative and inspirational teacher.

To succeed in this role you will need to be a committed practitioner, have excellent interpersonal skills. Old Trafford Community Academy is committed to safeguarding children, and this commitment is reflected in our recruitment processes.

Please return your application using the My New Term portal as soon as possible, and by 12 noon on 3rd February 2025.

We intend to hold interviews during the week commencing 10th February 2025.

I look forward to receiving your application.

Nicole Davenport
Headteacher



Welcome from David Roberts, Chair of Governors

Dear applicant,

Thank you for taking the time to consider applying for the role of Class Teacher with Teaching & Learning Responsibility for English at Old Trafford Community Academy. As Chair of the Governing Board, I would like to take this opportunity to tell you a little bit about the context of our school.

We are located in Trafford close to its border with Manchester and its city centre, and have over almost 400 children on roll. Our diversity is a real celebration as our children and families come from a wide range of backgrounds.

We converted to an academy on 1st April 2014. We value the highly skilled professional support and challenge that Focus-Trust provides. At the same time, we have maintained our place in the Trafford family of schools playing a full role in the Stretford and Old Trafford cluster of primary schools. It is a feature of the educational dynamic in the area that Trafford has retained selection to grammar schools within its authority boundary.

Our children and our families are at the very heart of all that we do and the partnership with parents and the commitment of our staff, really allows our children to achieve well and become lifelong learners. The high quality of relationships that we develop with children, parents and colleagues allows everyone to feel a sense of community and belonging.

When you visit us, you will find children who are happy to be in school. We have a reputation for being friendly and welcoming with an exceptionally hardworking team of staff. Our recent Ofsted inspection recognised the progress we have made and confirmed we are working on the key areas for improvement. The full Ofsted report can be found on the school website.

I hope I have given you a flavour of Old Trafford Community Academy. We have every confidence that we will successfully recruit a class teacher who would like to become a valued part of our school community and who will help us to continue to provide the best possible education for the benefit of our pupils, their families and the community in which they live.

Academy



details

Academy	Old Trafford Community Academy
Address	Malvern St, Old Trafford, Manchester M15 4FL
Telephone	0161 912 4875
Email	n.davenport@focus-trust.co.uk
Website	www.oldtraffordcommunityacademy.co.uk

Job Description

School/Academy	Old Trafford Community Academy
Job title	Class teacher with TLR responsibilities for English
Accountable to	Headteacher
Line manager	Deputy Headteacher

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the most recent version of the Teachers' Standards.

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, colleagues and external agencies in the best interests of their pupils.

Purpose of the role

To ensure all pupils achieve high standards of learning and well-being.

Main duties (TLR2 role and responsibilities)

Lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum

- To provide strategic leadership for the development and management of English throughout the school.
- To identify areas for development and improvement linked to the school improvement plan and national and local initiatives.

- To develop and monitor schemes of work for subject to be negotiated across the whole school and ensure successful implementation which meets curriculum requirements.
- To have an overview of, and contribute to the planning and delivery of continuous professional development and training related to English.
- To develop strategies for the use of English to promote new teaching methods and improve learning throughout the school and monitor effectiveness in raising standards of teaching and learning.
- To monitor and evaluate pupil progress across the school English.

Impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils

- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils in the subject (English)
- To identify clear, appropriate targets for attainment and/or achievement across the area of the subject (English).
- To monitor and evaluate pupil progress and achievement against targets
- To lead evaluation strategies to contribute to overall school self-evaluation
- To contribute to the school procedures for lesson observation
- To implement school quality procedures and to ensure adherence across the school

Leading, developing and enhancing the teaching practice of other staff

- To ensure the establishment of common standards of practice across the subject (English) and develop the effectiveness of teaching and learning styles.
- To plan and implement strategies to improve teaching where needs are identified.
- To provide induction, support and monitoring for new staff.
- To act as a role model of good practice for other teachers, modelling effective strategies with them.
- To act as a performance management team leader for identified teachers.
- To ensure all staff in school are familiar with the aims and objectives of school priorities.

Teachers role and responsibilities

Set high expectations which inspire, motivate and challenge pupils

Establish a safe and stimulating environment for pupils, rooted in mutual respect

Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

Be accountable for pupils' attainment, progress and outcomes.

Plan teaching to build on pupils' capabilities and prior knowledge.

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 impacts on teaching.

Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and 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.

Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.

Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

Plan and teach well-structured lessons

Impart knowledge and develop skills and understanding through effective use of lesson time.

Promote a love of learning and children's intellectual curiosity.

Set and assess homework and plan other out-of-class and enrichment activities to consolidate and extend the knowledge and understanding pupils have acquired.

Reflect systematically on the effectiveness of lessons and approaches to teaching.

Contribute to the review, design and provision of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all pupils

Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.

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.

Make effective use of resources (including other adults) to impact on pupil learning and progress.

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 language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

Undertake formative, summative and statutory assessments in line with the Academy's policy and assessment calendar.

Make use of formative and summative assessment to plan for and secure pupils' progress.

Use data to monitor progress, set targets, and plan subsequent lessons.

Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Prepare and present written and verbal reports for parents and carers.

Manage behaviour and resources effectively to ensure a good and safe learning environment

Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms, around the academy and when learning off-site, in accordance with the Academy's behaviour policy.

Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Ensure the learning environment is kept well ordered, tidy and free from hazards.

Fulfill wider professional responsibilities

Make a positive contribution to the wider life and ethos of the Academy and the Trust.

Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

Deploy support staff and other adults in a support role effectively.

Liaise with external agencies with regard to pupil progress, safety and welfare.
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
Work with other staff across the Trust and in other maintained schools.
Communicate effectively with parents with regard to pupils' achievements and well-being.
Lead an area or strand of school improvement (excl NQT).

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;

having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;

showing 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 different faiths and beliefs; and

ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

General

The post holder will:

- Be expected to actively support work and values of the Focus-Trust;
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Comply with the requirements of all policies, procedures & handbooks of the Focus-Trust and individual academy.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all requirements related to equal opportunities and safeguarding children.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

Post holder: Signed Name

Principal: Signed Name

Dated:

About our Academy

Academy vision

Old Trafford Community Academy is a very special place. We have a wonderfully diverse school community, with an equally diverse range of strengths and needs. We are ambitious for all our children and committed to going the extra mile to remove barriers to learning. We aim to be a community school in the widest sense of the word, supporting children within the context of their family and their wider communities.

Our pupils

Our pupils are the best advertisement for our academy! They come from a diverse range of backgrounds, and work and play well together. The proportion of children eligible for pupil premium is well above average. The majority of children speak English as an additional language.

Our staff

We have a large and talented staff team. We believe that our children and their families need the very best staff to support them. We are therefore committed to supporting ongoing staff professional development. All new staff will be offered training and support, through an agreed induction programme.

Our geographical area

Old Trafford Community Academy is an inner-city primary academy serving a multi-cultural area. We are situated in a pocket of high deprivation within Trafford, close to Manchester city centre.

Our facilities

We occupy a modern building, with good outdoor facilities. We are lucky to have facilities for a range of extended services to support children and their families.

Our school organisation

We are a two-form entry school. Year groups plan together, and support each other in delivering the whole curriculum. The academy leadership team consists of Headteacher, Deputy Headteachers, Assistant Headteachers and the Business Manager.

Our curriculum

Our curriculum is led by our Deputy Headteacher, supported by our Leading Teachers. We use Focus English and Power Maths to support our teaching. Much of our learning is through our termly academy-wide topics. We are supported by specialist teachers and coaches in music and PE/sports. Our curriculum is designed to support our Big Three, which we believe are essential for all children: good communication skills; physical health and well-being; and emotional health and well-being.

Our extended services

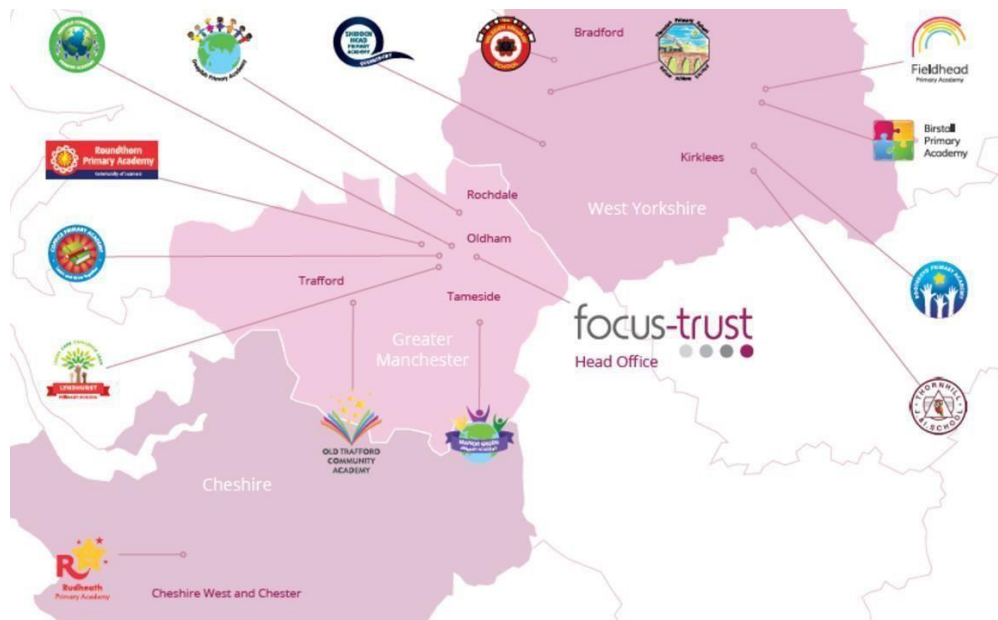
We have a wide range of extended services to support children and their families. This includes universal services for the whole community, alongside more targeted support where needed. For example, we employ extended support workers and an independent social worker to help us provide early intervention to support our most vulnerable children and families.

School Quick Facts

Type of school	Primary
Age range	4-11
Location/LA	Trafford
Number of children	390
Number of teaching staff	18
Number of support staff	14
% FSM	44.9%
% SEN	20.9%
% EAL	72.6 %

Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

Vision

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

Commitment

'Learning together, making the difference'

Collective Efficacy

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and

effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

Care for children, adults and the learning environment

Dare to do things differently and have a go

Be **fair**, honest and inclusive – demonstrating integrity

Share expertise and best practice for the benefit of all learners

What you might want to know about Focus Trust

Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Continuous service

Focus-Trust recognises continuous service (as detailed within contracts of employments)

Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all colleagues to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our colleagues who we expect to set an example.

Policies

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website www.focus-trust.co.uk and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References and Social Media Checks

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, on line presence checks will be undertaken if you are shortlisted. This check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use subheadings in order to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact Natalie Harris if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Please return all completed documents to n.davenport@focus-trust.co.uk (Headteacher) by 4th December at noon.

Thank you for taking the time to read this information pack.

We wish you every success in any application you may make.

