



GREENSHAW
LEARNING TRUST



Class Teacher Recruitment Pack

**ALWAYS
LEARNING**

Introduction

Dear Candidate

Thank you for your interest in the post of Class Teacher at Montpelier Primary School.

We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character.

We are the largest primary school in Plymouth and one of the largest in the South West. Our school family is friendly, innovative and forward thinking. Pupils' learning behaviours are strong and our staff are highly motivated and experienced.

Our school was rated as 'Good' at its last inspection in September 2019 and we were delighted with the recognition we received from the team.

- Montpelier School is a caring environment in which to learn and play.
- They (the pupils) feel happy, safe and well looked after.
- Positive relationships promote pupils' love of learning.
- Teachers have high expectations for what pupils can achieve.
- Leaders' ambition is for all pupils to excel and achieve highly.
- Staff support, encourage and challenge pupils to do well.
- Leaders know the needs and vulnerabilities of their pupils well.
- The school supports all pupils to become resilient, well-rounded learners.
- Pupils try hard and persevere with their learning.
- Pupils are polite and considerate. They behave well.

On a personal note, your professional development is important. Whatever stage you are at, we will develop your skills, expertise and knowledge so you can achieve your goals. I hope you will consider this position and to look further at our website, our Facebook page and also watch the video of our school tour. If you would like an informal discussion, then please get in touch by telephone (01752) 216160 or email admin@mpsplymouth.net

Yours sincerely

Greenshaw Learning Trust – About us

The Greenshaw Learning Trust is a successful multi academy trust that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve.

Each school in the Greenshaw Learning Trust is led by its own leadership team and a local governing body, who have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure to ensure that they achieve real benefits from collaboration and receive the support that they need. Our culture of trust and openness fosters mutual support and continual improvement.

School-to-school collaboration is enabled by regular contact between school leaders and joint training and development, supplemented by a shared service team of specialist pedagogical and support service experts. Our shared services provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, family liaison, therapies, data management, estates and facilities, finance, HR, catering, and governance.

From its establishment in 2014, the Trust has grown significantly and currently employs around 2,150 people and educates over 14,000 students. We have approval to open a new secondary school and secondary special school in South London and we are planning to grow further over the coming months and years.

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Terms and Conditions

Line Managed by: Headteacher, Head of Year and Governing Body

Line Management: Teaching Assistant(s)

Contract:
1 x Permanent Full Time
1 x Temporary Full Time (12 months)
1 x Maternity Cover Full Time

Salary: MPS

Hours of Work: Full time

Start Date: September 2021

Place of Work: The successful post holder will be based at Montpelier Primary School.

Medical Examination: Appointments are subject to a satisfactory medical report.

Superannuation: Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme. Details of the Teachers' Pension Scheme are available at: <https://www.teacherspensions.co.uk>

Disclosure & Barring Service Check: This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check.

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All teaching and support members of staff must undertake the required pre-employment checks which include the uptake of references both professional and personal and a satisfactory enhanced Disclosure and Barring Service (DBS) Check.

Greenshaw Learning Trust Employee Benefits

The Greenshaw Learning Trust recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues.
- Excellent CPD opportunities and career progression.
- Employer Contributions to Teachers' Pension Scheme.
- Cycle to work scheme.
- Gym membership scheme.
- Employee Assistance Programme.
- Eye Care Voucher scheme.
- Childcare Voucher Scheme
- Car Benefit Scheme
- My Health discounts

Main responsibilities and duties:

Main purpose of the job

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
 - Be responsible and accountable for achieving the highest possible standards in work and conduct
 - Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
 - Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document* and *Teacher Standards*
 - Take responsibility for promoting and safeguarding the welfare of children and young people within the school
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Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability groups that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils' you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English.
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, levels of attainment and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

Behaviour and safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol and procedures.

Team working and collaboration

- Participate in any relevant meetings and professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection of and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part, as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations.

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- To uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Perform any reasonable duties as requested by the Headteacher.
- Be prepared to carry out the duties of a class teacher across schools within the Multi Academy Trust upon the direction of the Headteacher.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification

Class Teacher		
Qualifications	Essential	Desirable
Qualified Teacher Status	X	
Degree	X	

	Essential	Desirable
Professional Knowledge, Understanding, Skills and Abilities	<ul style="list-style-type: none"> ● A clear understanding of the skills and attributes involved in good or outstanding teaching ● Awareness of the expectations of the new Ofsted Framework ● Possess extensive and up-to-date knowledge of the National Curriculum that informs exciting and engaging learning experiences ● Able to use assessment and data accurately to monitor and evaluate the attainment and progress of different groups of pupils within the class/year group ● Extensive subject knowledge is skillfully utilised to motivate and inspire children with the confidence and enthusiasm to succeed and reach their personal best ● Ability to create a safe and positive learning environment that promotes independent and risk taking learners ● Creative use of resources, including ICT, school spaces, the wider community and other adults are used to support independent and confident learners ● Able to use a range of strategies to manage effective learning behaviour ● Have experience of planning and delivering high quality provision for children including those with SEN / EAL and the More Able ● Able to demonstrate a thorough understanding of Child Protection and safeguarding policies, procedures and legislation ● Able to liaise effectively with other staff and services to support the needs of learners ● Able to successfully engage parents in order to encourage their close involvement in the education of their children 	

	<ul style="list-style-type: none"> ● Ability to help learners develop personal and social skills that promote lifelong learning 	
Personal Qualities	<ul style="list-style-type: none"> ● A flexible approach to work who enjoys being a good team member ● High level of communication skills both orally and in writing ● Able to manage own work load effectively and respond to tight deadlines ● Able to demonstrate good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships ● Respect diversity and promote equality in all aspects of the role ● A personal commitment to professional development, including taking responsibility for maintaining high quality teaching and learning ● Passion, enthusiasm, integrity and resilience 	
Equal Opportunities	<ul style="list-style-type: none"> ● Commitment to equality of opportunity. ● Commitment to race and gender equality and social inclusion ● Understanding of the need to promote positive role models 	

The Recruitment Process

- **Application**

To apply for a staff vacancy, please register for an online account to complete the application form. Please visit our website www.greenshawlearningtrust.co.uk/join-us/staff-vacancies

The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than midnight on **Thursday 22nd April 2021**. Applications received after this date and time will not be considered.

- **Shortlisting**

Shortlisting will be finalised as soon as possible. Shortlisted applicants will be invited by telephone or email to attend a formal interview process. Please make sure you have indicated clearly day and evening telephone numbers on which you can be reached. References will be taken up after shortlisting.

- **Interview Process**

The interview is scheduled for **Monday 26th April 2021** and may consist of a virtual Interview via Google Hangout. Applicants will be then be asked to undertake a lesson observation and a further shortlisting process may then take place. Shortlisted applicants will be invited to a final interview.

- **Feedback**

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

- **Taking up post**

The successful applicant will take up post as from September 2021.

- **Additional information**

For further information, please contact the Plymouth HR team via email: hr@sdcc.net