Salisbury Plain Academies

St Michael’s Primary School

EYFS Teacher

APPLICATION PACK

Required from 1st September 2019

Salary – MPR/UPR

Salisbury Plain Academies are committed to safeguarding and promoting the welfare of children. All posts are subject to a Disclosure and Barring Service (DBS) check.
EYFS Teacher
Role to commence 1st September 2019

Thank you very much for your interest in the role of Class Teacher at St Michael’s Primary School. This application pack is electronic; there is no printed version. Candidates who are successful in being short-listed will receive further information and details to assist with preparation for interview. We hope you find everything you need and that our Salisbury Plain Academies and St Michael’s websites will be helpful.

St. Michael's CE Primary School serves a varied community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

We realise that we cannot possibly teach our pupils everything they need to know, but we can spark interest, ignite passion for learning and fire up ambition to inspire every child to recognise and exceed expectations.

We want our pupils to go out from our school and shine brightly, stand out in their communities and succeed in a rapidly changing world.

If you have any queries please do not hesitate to contact Mrs Jo Wakeham, HR and Recruitment Manager for Salisbury Plain Academies who will do her best to be of help. 
recruitment@salisburyplainacademies.org.uk

In this application pack you will find the following:

- Introduction to Salisbury Plain Academies
- Salisbury Plain Academies – Mission, Vision and Values
- Role Overview
- Our Requirements
- Why you should choose to work within Salisbury Plain Academies
- What our newest teachers say
- Job Description
- Person Specification
- Information about how to apply
INTRODUCTION TO SALISBURY PLAIN ACADEMIES

Our vision is that our current and future schools will benefit from working as part of a wider family of schools. All our academies collaborate very closely in sharing school improvement strategies and in supporting one another.

It is clear that a group of academies working together will provide a powerful tool for school improvement and for raising standards. We operate with a central Trust Board who provide strategic direction, while local Academy Advisory Boards support individual schools and also work together to share skills.

The schools are led by their Principals, working as part of a supportive community. Our aim is to reduce bureaucracy, share best practice, co-operate in professional development and provide higher quality support than would be available to any single school working alone.

To find out more, please visit our website https://salisburyplainacademies.org.uk/
Our Mission
To transform life chances for children through educational excellence

Our Vision
United as a family of schools by our core values, SPA will be a beacon of educational excellence. SPA schools will be schools of parental first choice because of our uncompromisingly high standards, and our reputation for achieving success through pride and ambition.

SPA learners will be confident, compassionate and curious global citizens, contributing positively to society and thriving in a rapidly changing world. SPA staff will be ambitious and well-trained leaders, engaging in research such that their practice is data driven and grounded in evidence. SPA stakeholders will be proud of schools that transform life chances for children through educational excellence.

Our Values
• Honesty
• Endeavour
• Fairness
• Mutual respect

Our Mantra:
Inspiring & Enabling -
Success
Pride &
Ambition
ROLE OVERVIEW:

EYFS Teacher

Children get one chance at education and at St Michael’s we want to make sure it’s the best!

We know that we cannot possibly teach our pupils everything they need to know, but what we can do, is spark interest, ignite a passion for learning and fire up the ambition to inspire every child to recognise and exceed their potential!

Can you?

If you think you can raise aspirations and have the commitment to ensure all our pupils shine, then come and join us! We want our pupils to go out from St Michael’s and burn brightly, standing out in their communities and succeed in a rapidly changing world.

‘Education is not the filling of a pail, but the lighting of a fire.’ William Butler Yeats

Due to our new, fantastic state of the art school building, we have rapidly rising pupil numbers and need to increase our classes from September 2019. We are therefore looking to recruit an inspiring class teacher to join our team who can effectively raise outcomes for learners. You should be able to deliver an excellent quality of teaching and learning and be passionate about raising standards.

We strive, through support and high expectations, to ensure that each child is given every opportunity to exceed their potential in all aspects of development, whether social or academic and both inside and outside the classroom.

Shining brightly, standing out!

St Michael’s Primary School has a bright and exciting future ahead of it, and as well as focusing on our children and their progress we work and collaborate with the other schools that are part of Salisbury Plain Academies.

If you would like to become part of our dedicated team, please get in touch to arrange a visit to the school.

Applications from NQT’s are encouraged and welcomed.
OUR REQUIREMENTS:

HIGH EXPECTATIONS
We set exceptionally high expectations of ourselves and of our pupils. Our aspirations are no lower for our most vulnerable pupils. We work hard, across the curriculum and in every facet of school life, to ensure that all pupils receive high quality provision, to allow them to achieve their full potential.

EXCELLENT TEACHING
Nothing is more important than excellent teaching, underpinned by high quality professional development. We prioritise learning for all and ensure that teaching staff have access to high quality personalised professional development, at all stages of their career. The Trust places huge emphasis on professional development for all staff and it is vital that our teaching staff are active learners, seeking higher accreditation and research opportunities to benefit pedagogical practice in the classroom.

EXEMPLARY BEHAVIOUR
There is a clear focus on providing a respectful and orderly atmosphere, where teachers can focus on teaching and pupils can focus on learning. Teachers are models of their expectations at all times, inside and outside the classroom.

COMMUNITY RELATIONSHIPS
Positive relationships between pupils, pupils and staff and staff and parents, reinforce a culture of excellent behaviour and commitment to learning. In each area of our academy and across the Trust, we ensure that all pupils, and their families, are well known to the school so no child will go unnoticed.

THE PRIMARY CURRICULUM
All leaders of learning across Salisbury Plain Academies and within each school as well as all other adults who work within the Trust, work closely and collaboratively to develop and improve teaching, learning, social and emotional development. This is our primary concern: to develop independent, happy and confident citizens of the future.
EARLY YEARS
We have developed a specific Early Years curriculum, which combines the development of personal, social and emotional skills, opportunities for child-initiated learning and a broad curriculum with daily Mathematics and Literacy sessions.

OUR CURRICULUM

KEY STAGE 1 AND 2
At Key Stage 1 and 2, pupils are provided with a broad and cross curricular approach to teaching the curriculum including History, Geography, Art, DT, RE, PE and MFL (KS2 only).

MATHEMATICS
In Mathematics, we follow a curriculum which ensures all pupils gain mastery of mathematical concepts, so they become competent and confident mathematicians.

ENGLISH
Our English work is enriched with a study of high-quality texts. Mastery of phonics at the earliest opportunity means that pupils can go on to become successful readers and writers.
SALISBURY PLAIN ACADEMIES

Why you should choose to work within Salisbury Plain Academies

✓ A Trust where you are known personally and supported to be the best you can be, whatever your role
✓ A Trust that is local, where children and families are known across multiple settings
✓ A Trust that is committed to supporting your chosen career pathway
✓ A Trust where new build and expansion will provide first class learning environments
✓ A Trust where research and pedagogy underpin our improvement work
✓ A Trust where civilian and military families thrive alongside each other in balanced harmony
✓ A Trust where fully funded professional development opportunity will support your ambition
✓ A Trust that brokers inspiration from nationally and internationally recognised figures
✓ A Trust supported by Teaching School Alliances
✓ A Trust which offers you the chance to work cross phase from Nursery to Key Stage 5 and where collaboration is the key to our work
✓ A Trust where there are limitless opportunities for your career journey
✓ A Trust local to heritage sites, wonderful rural outlooks and within proximity of Salisbury, Winchester, Bath, the New Forest and the coast.

Salisbury Plain Academies is a growing multi academy trust, offering an all through education from Nursery to Key Stage 5. Our schools work in partnership to transform life chances for children and students through educational excellence.

Our schools are situated in lovely rural locations, mainly within the expanse of Salisbury Plain. All schools within the trust are easily accessible from Winchester, Salisbury, Warminster, Andover, and Southampton, as well as more local communities.

With expansion plans on all our sites and a newly built state of the art primary school opened in September 2018, we are keen to recruit a highly motivated and dedicated primary teacher, to join our team.

In return, we can offer our staff collaborative professional development opportunities, encouraging leaders to grow from within the classroom, offering them limitless career opportunities.

If you are seeking career opportunities in an exciting multi academy trust, then we would be keen to hear from you.
“Undertaking my NQT year as part of the Salisbury Plan Academies has been a brilliant opportunity. I have been able to learn from the ideas, resources and experiences of teachers across all four schools, rather than just my own. Being part of an infant school yet having close relations with primary schools allows me to keep in touch with areas of KS2 which I do not see at my own setting. I have also been able to learn from the expertise of teachers from Avon Valley College, with a P.E. teacher supporting me with my own teaching.” NQT

“I have thoroughly enjoyed my time to date working for SPA. Specifically, I have felt welcomed as a newly qualified member of staff and fully supported in my new role and career. I have been given the opportunity to observe the practice of staff and been observed in the same manner. This has always been supportive, encouraging and ultimately leads to improvement in my teaching standards and the education received by the children. Working within an academy has meant that this support can be called upon from across the schools. I have been given the opportunity to learn from colleagues in other schools - teachers who have more experience but teach the same year group. This has helped with teaching practice but also moderation. There is a sense of a larger community which extends right up to Avon Valley College. It has been a thoroughly positive experience.” NQT

“Coming from a non-academy school, the collaborative working style within SPA has been a revelation! It is so nice to regularly meet with colleagues from across SPA and have the chance to share work, discuss planning, and tap into expertise across the academy chain.”
There are so many support systems that you can access. It really feels like a family of schools all working together to provide a high quality educational experience for all the children within our schools.

It doesn’t feel like I am working in one school – it feels like I have an impact across many schools. As I look to move on in my career, I can see the opportunities that SPA offers – they actively support my growth as a leader and the potential opportunities across the family of schools to move on in leadership are clear. The sky is the limit and the possibilities are endless. I come into work every day excited to make a difference.” **Assistant Principal**

“The biggest impact of working for a SPA primary school has been on my confidence. I feel lucky to work as part of such a supportive team who have encouraged and enabled me to be the best teacher possible. It is excellent being able to work closely alongside other SPA teachers of the same year group, swapping resources and ideas to brighten my practice” **RQT**

“Working for SPA has provided me with unique opportunities for cross school collaboration. Before I worked within the Trust, life as a class teacher could become quite isolating, especially working within a one form entry school.

As part of SPA I now work on a regular basis with class teachers from the other Trust schools as well as subject leader colleagues to plan, monitor and moderate my subject across both the primary and the secondary schools. This provides me with excellent CPD opportunities to grow my subject knowledge and expertise in this area. Looking forward, I am excited by the possibilities for my own career, especially as the trust grows and more management opportunities across the schools are developed.” **Maths Leader**

“Working for the SPA has given me the opportunity to work collaboratively with teachers from other schools and share teaching and assessment ideas. It is great to have a sense of community and know that support is there when needed. I am looking forward to further developing my career within the SPA and find it exciting that my career development could involve working within any of the SPA schools in the future.” **RQT**
SALISBURY PLAIN ACADEMIES

JOB DESCRIPTION: EYFS Teacher

Reports to: Principal/Headteacher
Salary: MPR/UPR

The professional requirements of a teacher within Salisbury Plain Academies are as follows:

**Exercise of general professional duties**

To carry out the professional duties of a teacher under the reasonable direction of the Principal and of the Salisbury Plain Academies, for example:

- establishing effective working relationships with colleagues;
- setting a good example to pupils in terms of his/her own presentation and personal and professional conduct;
- following the Academy Code of Conduct – including use of social network;
- ensuring that every pupil is given the opportunity to achieve their potential;
- implementing the school’s policies;
- being aware of the role and purpose of the Academy Advisory Board and Board of Trustees;
- fulfil in their entirety the expectations of the Teaching Standards;
- having responsibility for safeguarding the welfare of all the children in the school;
- responsibility for reporting any concerns relating to the safeguarding of children in accordance with agreed safeguarding procedures.

**Specific professional duties**

The following duties are included in the professional duties which a teacher may be required to perform:

**Teaching**

Planning and preparing lessons in line with the school’s curriculum which promote the development of the abilities and aptitudes of the pupils in his/her class through:

- identifying clear and relevant learning objectives for lessons;
- setting learning tasks, including homework, which challenge and ensure high levels of pupil interest;
- setting ambitious expectations for pupil behaviour, learning, motivation and presentation of work;
- identifying and supporting pupils with additional learning needs or who are very able – ensuring learning tasks are relevant to need;
- providing short and medium-term planning which is available to the SLT;
- meeting termly with the Principal/SLT to discuss pupil progress.

Taking responsibility for a class group and in particular:
○ maintaining good order and discipline among the pupils and safeguarding health and safety both when pupils are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
○ enabling all pupils to develop personally, spiritually, morally, socially and culturally.

Assessing, recording and reporting on the development, progress and attainment of pupils through:

○ marking children’s work regularly, giving constructive feedback for further improvement – in line with the school’s Marking & Feedback policy;
○ setting learning targets and monitoring progress against these;
○ being available to meet parents at consultation evenings;
○ writing reports to parents.

Other activities
○ promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her, making records of and reports on the personal and social needs of pupils where required;
○ communicating and consulting regularly with the parents of pupils;
○ communicating and co-operating with persons or bodies outside the school;
○ participating in meetings arranged for any of the purposes described above.

Appraisal
○ participating in arrangements for the appraisal of his/her performance and that of other teachers;

Review, induction, further training and development
○ reviewing impact of his/her methods of teaching and programmes of work;
○ participating positively in arrangements for his/her further training and professional development as a teacher, including full and positive engagement with training and professional development which aim to meet needs identified in appraisal objectives or school development documents;
○ in the case of a teacher serving an induction period, participating in arrangements for his/her supervision and training.

Educational methods
○ advising and co-operating with the Principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Professional development meetings
○ participating in meetings within the Trust which relate to learning and the curriculum or the administration or organisation of the school, including pastoral arrangements;
**Administration**

- participating in administrative and organisational tasks related to such duties as described above, including registering the attendance of pupils and the direction or supervision of persons providing support for the teachers in the school.

**In addition, teachers may be required to:**

- Carry out the supervision of pupils at play times;
- Carry out the supervision of students and volunteers in their classroom;
- Support colleagues across the year group by assisting supply teachers or sharing planning during times of sickness absence;
- Lead a Christian-based worship regularly;
- Participate and support at events organised by the PTA, the Academy Advisory Board or the Trust Board
The Academy Advisory Board, Trust Board and the Local Authority are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be subject to a full Disclosure and Barring Service check before appointment is confirmed.

1. Qualifications, experience, personal attributes and professional skills

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<td>Qualifications</td>
<td>• Qualified teacher status (gained or pending)</td>
<td>• Forest Schools training or an understanding of the benefits of outdoor learning</td>
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<td>• Degree</td>
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<td>• Continuing CPD in teaching and learning</td>
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<td>Recent and successful experience of</td>
<td>• Recent teaching experience in EYFS/KS1/KS2</td>
<td>• Effectively leading one or more subject areas</td>
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<td>• A proven record of consistently effective teaching</td>
<td>• Confidence in teaching spelling/ phonics with proven results and/or</td>
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<td>• Securing and maintaining high standards of behaviour, attainment and</td>
<td>• Proven impact within a subject specialism</td>
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<td>Personal attributes and professional skills</td>
<td>• Ability to support, maintain and develop the ethos of the Schools</td>
<td>• Principled, emotionally mature</td>
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<td>within the Trust</td>
<td>• Self-motivated, inspirational</td>
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<td>• Committed, reliable, shows integrity</td>
<td>• Fully understands accountability</td>
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<td>• Organised and determined</td>
<td>• Professionally ambitious</td>
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<td>• Creative, imaginative and demonstrates the ability to problem- solve and</td>
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<td>• Sense of humour</td>
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2. Knowledge and understanding

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| Leadership and Management     | • Demonstrates experience of working with other schools/organisations/agencies  
                                  • Experience of working in staff teams  
                                  • Ability to build and maintain good relationships and to remain positive and enthusiastic when working under pressure  
                                  • To inspire and lead others  
                                  • Experience of leadership and coordination of CPD for staff | • Ability to delegate work and support colleagues in undertaking responsibilities  
                                  • Experience of reporting to stakeholders | Application  
                                  Interview  
                                                                                                                                  |                                                                                                                                          |                                   |
| Teaching and Learning         | • Thorough knowledge of the primary curriculum  
                                  • Understanding and implementing an effective learning environment  
                                  • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning  
                                  • Understanding of the SEN code of practice and positive behaviour management  
                                  • Aware of a range of teaching and learning strategies and intervention programmes to meet the needs of all pupils  
                                  • Able to analyse pupils’ performance data to improve progress  
                                  • Evidence of improving the quality of teaching of self and colleagues | • Experience of leading successful extra-curricular activities  
                                  • An ability to maintain and continually develop high standards of teaching amongst colleagues | Application  
                                  Interview  
                                  References |                                                                                                                                          |                                   |
| Professional Development      | • Able to participate actively in a professional learning community  
                                  • Able to manage own workload and that of others to allow work/life balance  
                                  • Able to delegate work and support colleagues in undertaking responsibility  
                                  • Effective in resource deployment | • Ability to identify own learning needs and support others in identifying their learning needs | Application  
                                  Interview |                                                                                                                                          |                                   |
| Other skills and attributes   | • Able to build positive and effective relationships within a school community  
                                  • Demonstrates a commitment to partnership and collaboration with others within the Trust and in the wider community  
                                  • Creates opportunities for pupils to ‘shine’ |                                                                                                                                          | Application  
                                  Interview |                                                                                                                                          |                                   |
Safe Recruitment Procedure

This post is subject to a Disclosure and Barring Service (DBS) check. The post holder must be committed to safeguarding the welfare of children. SPA is committed to safeguarding and promoting the welfare of children and young people on its sites. To meet this responsibility, SPA follows a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to a Disclosure and Barring Service (DBS) check. Applicants are required, before appointment, to: disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Shortlisting

Only those candidates meeting the requirements of the role, and who are well suited to the school’s ethos and requirements as listed in the advert and person specification, and who include a fully completed application form, will be taken forward from application.

Interview

1. Shortlisted candidates will be subject to a reference checking process and will take part in a formal interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates and, where necessary, employers may be contacted to gather further information.
HOW TO APPLY

If you decide to apply for this post, please complete the application and monitoring form which can be found at http://www.stmichaelsprimary.org.uk/vacancies-1/ or by emailing recruitment@salisburyplainacademies.org.uk.

Please also submit a personal statement, which should be no longer than two sides of A4, and should explain why you are applying for the post, why you are suitable for the post and what qualities and experience you will bring to the role. A Curriculum Vitae is not required and will not be accepted.

Under the reference section, you should provide the names, positions, organisations, email addresses and telephone contact numbers of at least two referees, one of whom must be your current employer. Please note, we will be seeking references during the short-listing process.

Most of our communication will be done via email but we would appreciate it if you could provide daytime, evening and mobile contact numbers.

All posts are subject to a Disclosure and Barring Service (DBS) check. We are committed to the safeguarding of children.