



RECRUITMENT PACK

Key Stage 1 Class Teacher

Salary Range: MPS / UPS



PROUD TO BE PART OF
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Multi Academy Trust



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Letter from our CEO

Thank you for your interest in a position within the All Saints Multi Academy Trust.

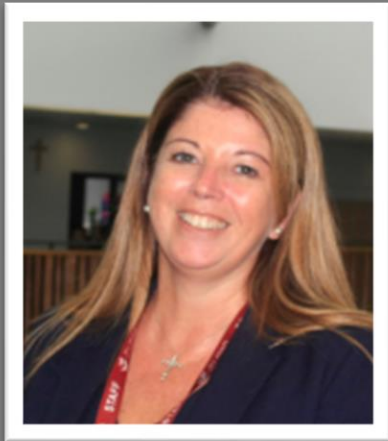
All Saints Multi Academy Trust is at an exciting time in its development and is committed to its mission of ensuring that all young people achieve and are successful.

All Saints Multi Academy Trust is a joint Catholic and Church of England trust with our Christian values driving all decision making, always in the best interests of our children and young people.

You will be joining a values driven, inspirational and ambitious organisation, so we are looking for an Outstanding candidate who can provide the highest quality of service to Hope Academy and the Trust.

You will be committed to supporting our Christian and educational vision, providing strong leadership and supporting colleagues in ways which bring out their potential. Ultimately you will ensure that the best possible outcomes for our people are achieved.

Yours faithfully



Heather Duggan
CEO

Letter from our Headteacher

Thank you for your interest in a position within St Teresa of Lisieux Catholic Primary Academy. We have pleasure in enclosing this information pack, which we hope you will find useful in deciding whether to apply for a role within our Academy.

We are very much aware that a decision to apply for a position is a two-way process; if appointed you will want to ensure that you are happy coming to work every day, that you are professionally challenged in your role and that you are prepared for the next stage in your career. At St Teresa of Lisieux Catholic Primary Academy, we are determined that all members of our community thrive as we 'Love, Learn and Grow Together.'

The aim of this pack is to provide you with the information you will need to make an informed decision and we welcome visits and conversations with applicants before the closing date. As a Catholic Academy, we stand as a trusted pillar within our local community and deliver a rich and varied curriculum.

Thank you again for your interest in working with us.

Andrew Tremarco

Headteacher



Academy Information

As a Catholic school, spiritual and religious education are central to everything we do in St. Teresa of Lisieux. Our Catholic faith influences all the work of the school as we strive to follow the Gospel values of love, justice and concern for others.

To fulfil the aims and objectives of Religious Education, we have adopted the “Come and See” programme prescribed by the Archdiocese of Liverpool. This Programme aims to explore the religious dimensions of questions about life, dignity and purpose within the Catholic tradition. It helps the children to explore the beliefs, values and way of life of the Catholic tradition and aims to deepen and enrich the pupils’ understanding and living of their faith. “Come and See” supports and enables the faith experience of all children because it starts with their real life experience and leads them to reflect upon and consider the Christian message in all its richness in that experience.

The faith of our children is also explored and developed through Collective Worship, Sacramental Preparation, church visits, services, fundraising opportunities and much more. We also welcome families to join in celebrations throughout the Liturgical year.





Application and Interview Process

After the closing date, shortlisting will be conducted by a panel. Please read the job description and person specification carefully before writing your application. All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK.
- Documentary evidence of identity that will satisfy DBS requirements such as current driving licence including a photograph and/or passport and/or full birth certificate.
- Documentary proof of current name and address (i.e utility bill, dated within the last three months).
- Where appropriate any documentation evidencing changes of name.
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies of certified copies are not sufficient.

References and Pre-Employment Checks

We will seek references for candidates who have been successful at shortlisting and have been invited for interview. We will seek references prior to attending for the interview. We may approach previous employers for information to verify experience or qualifications before interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional offer: Pre-employment Checks

Any offer to successful candidates will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Section 128 check
- Prohibition order
- Satisfactory DBS Disclosure and Barred List Check
- Verification of professional status such as QTS status, NPQH (where required)
- Completion of Employee Health Declaration
- Where the successful candidate has worked or been resident overseas in the previous ten years, such checks and confirmations as may be required in accordance with statutory guidance.





Vacancy Specific Information



PROUD TO BE PART OF
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Job Vacancy

Role: Class Teacher – Key Stage 1

Salary Band: MPS / UPS

Contract: Permanent

We are a hardworking, ambitious and dedicated team of staff who strive to deliver excellent outcomes for our pupils through an engaging and stimulating curriculum, challenging and varied learning opportunities as well as a caring, nurturing environment. St Teresa of Lisieux Primary is a welcoming school, firmly driven by its Catholic mission. The Governing Body wish to appoint a professional with a clear vision and strong commitment to the Catholic ethos of our school.

We know that achieving excellent outcomes for our pupils means investing in quality staff and we place real emphasis on providing personalised professional development for our team. We wish to appoint an enthusiastic, creative teacher for KSI. We are looking for someone who is passionate about education and can demonstrate a secure understanding of what good practice looks like. Most importantly we are looking for teachers with high expectations and a positive and flexible approach who see and value the potential in every child.

The successful candidate will be an exemplary Class Teacher who is committed to and able to support the school Catholic ethos, be able to promote high standards of attainment and behaviour. They will be inspirational, enthusiastic and highly motivated, able to work as part of a team and take individual lead as appropriate. They will be able to inspire and appreciate creativity, plan and prepare the appropriate environment for high quality early learning for all individuals. As well as be able to set and assess work to achieve individual progression and whole school improvement. They will be experienced in promoting the wellbeing of pupils, providing guidance and support, able to communicate and consult with parents, and prepare reports.

Closing date for applications: 9:00 Tuesday 7th May 2024

Lesson Observations: Thursday 9th May and Friday 10th May 2024

Interview date: Tuesday 21st May 2024

Application packs are available on the Trust website at www.allsaintsmat.org/vacancies.

Completed application forms should be forwarded to recruitmentapplications@allsaintsmat.org

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo safeguarding checks appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The post is exempt from the Rehabilitation of Offenders Act 1974 and the Trust is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.

The Trust is an equal opportunities employer.

Job Description

Job Title: Class Teacher – Key Stge I

Grade and Salary: MPS / UPS

Reporting to: .

Contract Type: Permanent

Responsible for: .

All staff are expected to:

work in accordance with school policies, providing excellent moral, social, spiritual and cultural role models

put the needs of the school's pupils first and actively promote an enthusiasm to learn have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Follow the agreed National and other associated curriculum guidance. Meet the requirements of the Teacher Standards 2012; Develop professionally and be appraised through the Teacher Appraisal and Capability Policy 2019.

All teachers are expected to:

have attained the National Standards for Qualified Teacher Status

enhance and update their teaching skills through continuing professional development

Contribute to the Catholic ethos and Gospel values of the school

Ensure that the school mission statement is at the forefront of all their work and relationships in the school

Be a subject leader in an assigned subject (an NQT would be expected to shadow during the course of their induction)

Teachers are entitled to regular reviews of their performance in accordance with the school's Teacher Appraisal policy. This will highlight priorities for further professional development in line with the School Development Plan, which St Teresa of Lisieux Catholic Primary Academy is committed to facilitating.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Teachers are responsible to:

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 in the best interests of their pupils.

A teacher must:

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
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
be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
guide pupils to reflect on the progress they have made and their emerging needs
demonstrate knowledge and understanding of how pupils learn and how this 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 the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

impart knowledge and develop understanding through effective use of lesson time
promote a love of learning and children's intellectual curiosity
set homework and plan other out-of-class 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 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
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

know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
make use of formative and summative assessment to secure pupils' progress
use relevant data to monitor progress, set targets, and plan subsequent lessons
give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Make accurate and productive use of assessment

know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
make use of formative and summative assessment to secure pupils' progress
use relevant data to monitor progress, set targets, and plan subsequent lessons
give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour 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 and around the school, in accordance with the school'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

Fulfil wider professional responsibilities

make a positive contribution to the wider life and ethos of the school
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
deploy support staff effectively
take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
communicate effectively with parents with regard to pupils' achievements and well-being

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 school 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

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 school in which they teach, 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

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Teachers will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

Catholic Ethos

To have a commitment to the agreed whole school vision and values. To positively promote and contribute to the team Catholic ethos of this faith school.

To attend, take part in and lead acts of collective worship in accordance with the Governing Body's policy.

Key Responsibilities continued

- To implement strategies for raising student achievement
- To identify trends and intervene as appropriate to bring about positive change
- To assist in the production of reports and reporting to parents
- To assist and advise on examination entries within Business and Computing
- To regularly use national performance data to identify students at risk and to initiate and implement early intervention strategies in Business and Computing
- To analyse, interpret and make use of attendance data to identify strategies to improve student attendance
- To track student progress and evaluate the impact of actions taken to improve the quality of provision
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of Business and Computing at Open Days/Evenings and other events.

Teaching and Learning

- Use a variety of learning and teaching strategies to deliver innovative lessons to all students ensuring pace and challenge are maintained
- Plan lessons and extended learning opportunities in line with Schemes for Learning
- Ensure learning objectives and outcomes are communicated to every learner in line with Academy policy
- To differentiate appropriately, taking into account individual learner needs
- Make use of extended learning opportunities for use outside of Academy lessons
- Utilise effectively, Learning Support staff in lessons
- Participate in and collaboratively lead on the Academy's Quality Assurance Programme and its agreed framework
- Work efficiently and creatively using the full range of resources available, including other adults and mentors
- Provide a positive learning climate within lessons to promote a meaningful staff – student relationship and interaction
- Adhere to the Academy's Behaviour for Learning Policy and ensure implementation in everyday life at the Academy
- Regularly evaluate the progress of students in relation to their prior attainment and use data to inform teaching and learning
- Mark work in accordance with the Academy's Marking Policy providing both formative and summative feedback on a regular basis
- To take responsibility for individual professional development and use the outcome to improve learning and teaching
- To demonstrate a thorough and up-to-date knowledge of learning and teaching taking into account wider curriculum developments, which are relevant to your work, e.g. National and Department for Education initiatives
- To be aware of the Academy's Anti-bullying Policy and support students as necessary
- To maintain good order and behaviour for learning among students, with particular regard to Health and Safety, both on the Academy premises and when engaged in authorised activities elsewhere

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Academy's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Academy's Appraisal process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post
- An Enhanced DBS Check will be requested on successful application to a position at the Trust
- The Trust operates a no smoking policy

Person Specification

Knowledge and Understanding	Rank	Evidence
Graduate with Qualified Teacher Status.	E	AF, R, I, LO
Committed to safeguarding the welfare of children.	E	
Satisfies and continues to satisfy the Teachers' standards.	E	
Clear understanding of good and outstanding teaching.	E	
Knowledge of how children learn across the whole primary age range.	E	
Knowledge of positive behaviour strategies.	E	
Understanding of how creative links can be made in the curriculum to engage learners.	E	
Ability to offer expertise in a curriculum area.	E	
Professional Skills and Abilities		
Able to differentiate the curriculum for children of different abilities.	E	AF, R, I, LO
Able to organise a stimulating and well organised classroom.	E	
Able to use assessment to inform planning and target setting to meet the needs of individual pupils and groups.	E	
Ability to form positive relationships with children, staff, parents and governors.	E	
Competent in the use of technology.	E	
Able to deploy support staff effectively.	E	
Experience		
Teaching experience or placement in the relevant key stage.	E	AF, R, I
Personal and Professional Qualities		
Demonstrate effectiveness in time management and working as part of a team.	E	AF, I, LO
Positive person who is enthusiastic and able to inspire children and staff.	E	
Able to contribute to the caring family atmosphere maintaining confidentiality.	E	
Good attendance record.	E	
Willingness to be involved in extended school activities including residential visits and events. Promote and support extra-curricular activities.	E	
Ethos		
Commitment to Catholic ethos.	D	AF, I



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St Teresa of Lisieux is proud to be a member of the All Saints Multi Academy Trust.
All Saints Multi Academy Trust is the operating name for The Liverpool Joint Catholic and Church of England Academies Trust (Company Number 07007398).
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