



OLD TRAFFORD
COMMUNITY
ACADEMY

focus-trust
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Appointment Information Pack



Vacancies (2 posts available)	Leading Teacher
Location	Old Trafford Community Academy
Start date	As soon as possible
Closing date& time	12 noon on Monday 29 th April 2019
Salary	Main/upper pay scale + TLR2
Return application to	j.stott@focus-trust.co.uk

Welcome from the Academy Principal

Thank you for expressing an interest in the position of Leading Teacher at Old Trafford Community Academy.

Our Leading Teachers play a key role in the development of the foundation curriculum across the school i.e. all subjects apart from English and maths. We use a thematic approach, based on whole school topics.

There are three key elements to the role of Leading Teacher:

At a classroom level, Leading Teachers are exemplary primary practitioners. Their teaching is of the highest quality, leading to good and outstanding progress. They are role models for their colleagues and share their practice with others, for example by encouraging colleagues to observe their lessons.

At an academy-wide level, Leading Teachers support staff in planning, adapting and delivering the curriculum to make sure it meets the needs of our children.

At a strategic level, the team of Leading Teachers work together with the Vice Principal to plan and develop the curriculum overview, and monitor and evaluate the quality and impact of our provision. Individual Leading Teachers have different subject specialisms, which contribute to the overall effectiveness of the curriculum team. Please indicate your own areas of specialism in your application, stating clearly which vacancy you are applying for.

Please return your application to me at school as soon as possible, and by 12 noon on Monday 29th April at the latest. We intend to interview during the week beginning 6th May.

When completing your application, please ensure that you provide two referees who are able to comment on your professional role and your suitability to work with children. Please do not use family or friends as referees. Please note that all references will be taken up on receipt of application. They will not be used in the shortlisting process, but may be referred to during an interview.

I look forward to receiving your application.

Judith Stott
Principal

Academy details

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

Job description

LEADING TEACHER

This post is subject to the current conditions of employment for Classroom Teachers contained in the School Teachers' Pay and Conditions Document, the Teacher Standards and other current legislation. This Job Description should be read alongside the Contractual Framework for Teachers, as set out in Part 6 of the School Teachers' Pay and Conditions Document.

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

The post carries a Teaching and Learning Responsibility payment (TLR2 £4426). Section B of this job description is therefore written using the statutory criteria for TLR posts.

SECTION A: DUTIES RELATING TO CLASSROOM TEACHER ROLE

Core Purpose

- ✓ To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Principal.
- ✓ To facilitate and encourage learning which enables students to achieve high standards.
- ✓ To share and support the corporate responsibility for the well-being, education and discipline of all students.

In order to achieve this core purpose, the postholder will perform the following key tasks:

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- ✓ identifying clear teaching objectives and specifying how they will be taught and assessed
- ✓ setting tasks which challenge pupils and ensure high levels of interest
- ✓ setting appropriate and demanding expectations
- ✓ setting clear targets, building on prior attainment and achievement
- ✓ identifying individual learning needs
- ✓ providing clear structures for lessons maintaining pace, motivation and challenge
- ✓ making effective use of assessment
- ✓ ensuring effective teaching and best use of available time
- ✓ maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- ✓ evaluating own teaching critically to improve effectiveness
- ✓ ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- ✓ ensuring the effective and efficient deployment of classroom support
- ✓ encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively
- ✓ using a variety of teaching strategies which involve planned adult intervention and first-hand experience as a vehicle for learning
- ✓ ensuring compliance with school policies and the requirements of the National Curriculum

Monitoring, Assessment, Recording, Reporting

- ✓ Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- ✓ Mark and monitor pupils' work and set targets for progress
- ✓ Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- ✓ Undertake assessment of students as requested by examination bodies, departmental and school

- procedures
- ✓ Prepare and present informative reports to parents

Whole School Organisation, Strategy and Development

- ✓ Contribute to the development, implementation and evaluation of the academy's policies, practices and procedures in such a way as to support the academy's values and vision

Other Professional Requirements

- ✓ Have a working knowledge of teachers' professional duties and legal liabilities
- ✓ Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff
- ✓ Operate at all times within the stated policies and practices of the school
- ✓ Know and comply with the school's procedures for safeguarding children
- ✓ Develop subject knowledge and/or specialism(s) to enable effective teaching
- ✓ Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- ✓ Endeavour to give every child the opportunity to reach their potential and meet high expectations
- ✓ Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and students
- ✓ Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- ✓ Contribute to the corporate life of the school through effective participation in meetings and management systems
- ✓ Take responsibility for own professional development and duties in relation to school policies and practices
- ✓ Liaise effectively with parents and governors.

SECTION B: DUTIES RELATING TO TEACHING AND LEARNING RESPONSIBILITY PAYMENT

Core Purpose

Leading teachers are class-based, and are expected to

- ✓ be an exemplar primary practitioner
- ✓ support staff in planning, adapting and delivering the curriculum for designated subjects, to make sure it meets the needs of our children
- ✓ work with the vice principal and other leading teachers to support curriculum development across the school

In order to achieve this core purpose, the postholder will

- ✓ Focus on teaching and learning
- ✓ Exercise professional skills and judgement
- ✓ Be accountable for leading and managing the designated subjects across the school
- ✓ Have an impact on educational progress beyond assigned pupils in the designated subjects
- ✓ Lead, develop and enhance the teaching practice of others in the designated subjects

SECTION C: GENERAL

- ✓ All staff are appointed as a member of staff of Old Trafford Community Academy, and may be deployed in any situation appropriate to their qualifications, experience or skills
- ✓ All staff are ultimately responsible to the Principal, the Governing Body and the Focus Trust.
- ✓ This job description may be amended at any time after discussion with you, and in any case will be reviewed annually.
- ✓ This job description will be supported by an Annual Job Plan which will list the key tasks, responsibilities and outcomes sought from the postholder in the school year. These will be derived from the Academy Improvement Plan and other academy priorities.

- ✓ Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Person specification

	Essential	Desirable
Qualifications and training		
Qualified teacher status	✓	
Additional training/qualifications in relevant subject		✓
Experience		
Successful teaching experience within the primary age range	✓	
Successful experience of supporting children with SEN		✓
Successful experience of supporting EAL learners		✓
A proven track record of teaching leading to good pupil progress	✓	
Experience in leading and supporting the work of colleagues		✓
Experience as a subject coordinator		✓
Professional knowledge		
Knowledge and understanding of the National Curriculum	✓	
Knowledge and understanding of the SEN Code of Practice	✓	
Knowledge and understanding of approaches to team-building and professional development		✓
Skills		
Ability to plan an appropriately differentiated curriculum	✓	
Good classroom organisational skills	✓	
Good team-working skills	✓	
Coaching/mentoring skills		✓
Good personal organisational skills	✓	
Personal qualities		
High expectations of all children and a belief in their ability to success	✓	
Vision, drive and enthusiasm	✓	
Energy, stamina and a good attendance record	✓	
Integrity, loyalty and sensitivity	✓	
Commitment to own personal development and training	✓	

About our Academy

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 staff professional development. All new staff will be offered training and support, through an agreed induction programme. We put a high value on professional development and reflective practice. This includes use of the IRIS Connect system by all teachers.

Our geographical area

Old Trafford Community Academy is an inner-city primary school 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, which includes facilities for work with parents and the wider community.

Our curriculum

Our curriculum is led by a Vice Principal, supported by our Leading Teachers. We have a strong focus on the development of key skills across the curriculum. We aim for our curriculum to support our three academy-wide priorities:

- ✓ communication skills
- ✓ children's physical health and wellbeing
- ✓ children's social and emotional health and wellbeing

Our extra-curricular activities

We have a wide range of extra-curricular activities for our pupils, before and after school, and during the school holidays. In addition, we have many activities for parents and families during the school day.

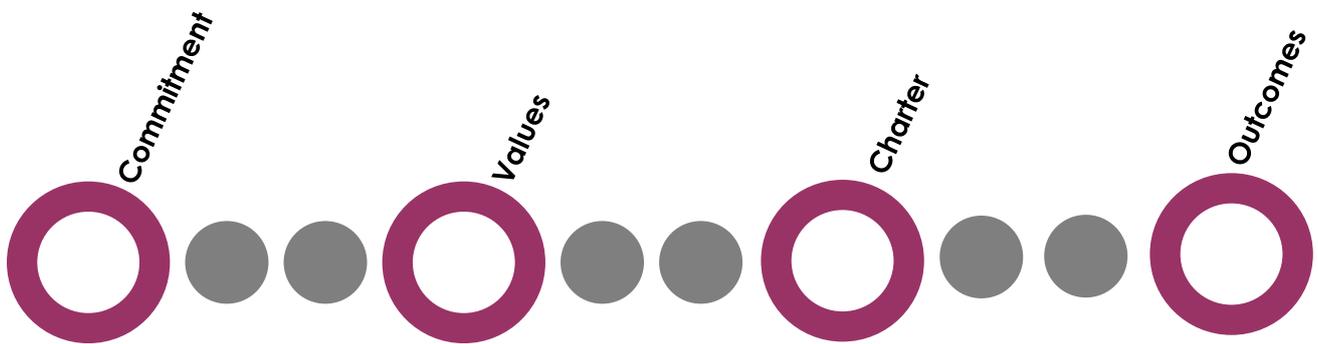
Academy Quick Facts	
Type of school	Primary
Age range	3-11
Location/LA	Trafford
Number of children	407
Number of teaching staff	20
Total number of staff	61
% FSM	35%
% SEN	24%
% EAL	75%

About The Focus-Trust

Introduction

The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however their line managers are the leaders of each academy. Each academy has its own local governing body. Further details about the Focus-Trust can be found at www.focus-trust.co.uk

The over-arching ethos and drive of the Focus-Trust is outlined below. This information is broken into sections:



Commitment

It is the commitment of the Focus-Trust to, *'Maximise achievement and make a difference – for all children'*.

Values

We have five core values that all staff are expected to model in their work.

Open, honest & inclusive – demonstrating integrity



Through team work, collaboration and sharing best practice



For people and the learning environment



By thinking differently and taking risks

‘Maximising achievement and making a difference – for all children.’

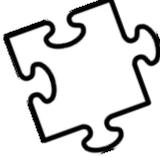
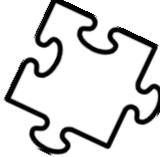
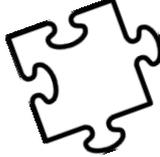
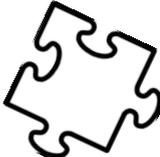
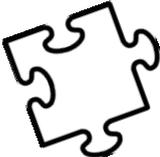
By securing our commitment we will ensure that our children

Have independent and collaborative learning skills	Are independent, resilient and respectful of self and others	Have high aspirations and are ready for the next steps in learning and life
Want to improve and know how to improve	Achieve well	Feel safe and secure to take risks and make mistakes
Are tolerant and open-minded	Have high expectations of self	Are happy and confident
Are proud of their community and know how to contribute to it		



Charter

The Focus-Trust Commitment is exemplified through our Charter which outlines the expectations for everyone. The Charter can be seen like pieces of a jigsaw that fit together to ensure that we get the best outcomes for every child. There are five pieces to the Charter jigsaw.

1. We expect **leaders** (including governors) to:
 - be ambitious for the success of the academy and the Trust, showing relentless determination;
 - model effective behaviours and values;
 - ensure that teaching maximises progress;
 - hold staff to account for their practice and the outcomes the children reach;
 - take responsibility for the success of the academy and the Trust;
 - strategically deploy resources to maximise progress;
 - challenge, support and develop people;
 - work with integrity and respect;
 - value diversity and equality;
 - work in partnership with the community; and
 - value both effort and excellence.
2. We expect **parents and carers** will:
 - ensure that their child has excellent attendance;
 - ensure that children arrive at school on time and are collected on time;
 - support their child with home learning;
 - attend meetings with their child's teacher; and
 - support the work of the school.
3. We expect **teaching** and the **curriculum** to:
 - challenge, excite and engage;
 - be based on prior assessment in order to be appropriately pitched and differentiated for all children;
 - provide well targeted feedback which leads to action and improvement; and
 - embed secure basic skills which are used and applied.
4. We expect **staff** to:
 - take responsibility for pupil outcomes;
 - demonstrate high expectations of behaviour, personal development and academic progress;
 - create safe and secure learning environments where children feel secure to make mistakes and have a go;
 - value and reward both effort and excellence;
 - model respect and tolerance;
 - have a go and try new things;
 - enjoy working with children;
 - want every child to be the best they can be;
 - adopt an aspirational, no excuse, approach to their work;
 - ensure learning is challenging for all pupils;
 - ensure that parents and carers are treated as partners in learning;
 - be proactive, take responsibility and keep up to date; and
 - make a difference to the academy.
5. We expect **CPD** to:
 - be well matched to need;
 - be of high quality;
 - be differentiated (where relevant);
 - lead to action and improvement;
 - challenge thinking and learning; and
 - provide excellent value for money.

Before making an application

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

Equality of opportunity

The 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

The Focus-Trust is committed to the safeguarding and promoting of 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 staff 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 staff who we expect to set an example.

Policies

The Focus-Trust and the academy 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. 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 some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

Making an application

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact the Principal for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile– no longer than 2 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Return your (i) application form, (ii) knowledge and skills profile, and (iii) equal opportunity monitoring form by the closing date and time.

Completion of application

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

Short listing

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

Person specification

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

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

If you are shortlisted, we will take up references before the interview date, and references may be referred to during the interview. 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.

Previous employment section

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

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 sub-headings 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 the academy 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.

Declaration – relatives and other interests

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

Equal opportunities monitoring form

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements. Please note that this form is not seen by any members of the shortlisting or appointment panel.

**Thank you for taking the time to read this information pack.
We wish you every success in any application you may make.**