**Class Teacher**

**Application Pack**

**Location:** **Concordia Academy, Union Road, Romford RM7 0HG**

**REAch2 Registered address:**

**REAch2 Academy Trust**

Henhurst Ridge Primary Academy

Henhurst Ridge

Branston

Burton-Upon-Trent

DE13 9SZ

[www.reach2.org](http://www.reach2.org)

**C:\Users\ingrida.macenkiene\Desktop\untitled 2.pngC:\Users\ingrida.macenkiene\Desktop\untitled 3.pngC:\Users\ingrida.macenkiene\Desktop\untitledv4.pngC:\Users\ingrida.macenkiene\Desktop\untitled 5.png**

**Contents**

- Letter from Sir Steve Lancashire, Chief Executive

- The application process

- Information about the role

- Background on REAch2

- Job Description

- Person Specification

**Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust**

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

**The application process**

You are invited to submit an application form, which is available together with this document.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact: Mr Raheel Akhtar

Email address: Raheel.akhtar@concordiaacademy.co.uk

Completed application forms and equal opportunities monitoring forms should be sent to:

**HR Recruitment**

**REAch2 Academy Trust**

Concordia Academy

Union Road

Romford

RM7 0HG

**Email:** [**raheel.akhtar@concordiaacademy.co.uk**](mailto:raheel.akhtar@concordiaacademy.co.uk)

**About the role**

**CLASS TEACHER FOR RECEPTION**

**Do you want to join a brand new school looking to appoint an ambitious and inspirational teacher?**

Concordia Academy opened as a new free school in 2016. From September, we are taking on additional classes and moving to our superb new purpose built site on Union Road in Romford. We are offering you:

* the opportunity to work in a brand new state-of-the-art building with excellent facilities
* huge scope for advancement and fantastic opportunities for career progression
* the opportunity to get in on the ground floor of an exciting new project and to help shape the direction of a new school
* a TLR if you are interested in taking on a leadership role
* a unique chance to work with senior leaders who have been part of successful school improvement elsewhere in London

We are looking for:

* someone to provide excellent provision for our children and play an integral role in the development of our newly formed school
* a candidate who is, or wants to become, an outstanding teacher and leader
* somebody who is forward thinking and adaptable
* someone who is relentless in securing academic and emotional progress for every child.

We will invest in developing you as a teacher and as a leader - there will be considerable professional development opportunities for the successful candidate.

**Our commitment to you**

You can expect:

* the best guidance and support
* great training
* to be part of a successful Trust that nurtures and supports talent
* innovation
* informed leadership

The post is ideal for aspiring future leaders, be they NQTs or experienced staff.

We are committed to safeguarding and promoting the welfare of children. Successful applicants will be required to undertake a DBS check. We are an equal opportunities employer.

For further information see application pack, or email Raheel Akhtar at [raheel.akhtar@concordiaacademy.co.uk](mailto:raheel.akhtar@concordiaacademy.co.uk)

**Closing date: 22nd February 2019**

**Interviews: W/O 25th February 2019**

**Start Date: September 2019**

**Background on REAch2**

Founded in 2012, REAch2 Academy Trust is the largest primary-only academy trust in the country. We are a growing charitable organisation currently supporting over 50 primary academies across England.

We are a family that delivers school to school improvement, going the extra mile for all our children. We are passionate about dispelling the myth that only certain children are able to achieve.

With extensive school reform and proven educational excellence in our core staff, REAch2 set a mission: to help struggling schools to improve their provision and to offer outstanding education to our pupils, from disadvantaged or deprived communities. The drive was not to grow an empire of schools, but rather the compulsion to share our proven approach to sustained school improvement for the benefit of children and their communities.

But REAch2 is about so much more, offering a richness of experience that gives real colour throughout the time our children spend with us.

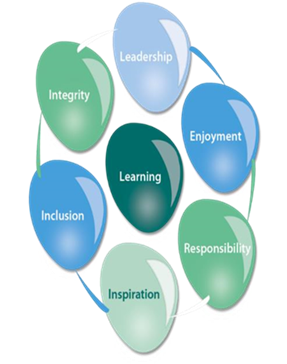
Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities.

**Our Cornerstones and Touchstones**

REAch2 is the Cornerstone of the entire Trust: providing a strong, responsible foundation from which every Academy develops and grows. A cornerstone provides a subtle yet paramount role in a building and ensures that REAch2 id trustworthy, reliable and inspirational organization, delivering the best possible learning experience.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust seven principles, which make our Academies distinctive. Just as 500 years ago, touchstones were used to test the quality of the gold they marked, so too our touchstones are used to express values and ethos of the Trust. They describe what the Trust wants to be known for and how it wishes to operate.

**What are these Touchstones?**



Children and adults will flourish in REAch2 academies: academically, emotionally, physically and spiritually so that all dimensions of humanity are nurtured.

We notice talent and spot the ‘possible’ in people as well as the ‘actual’; Developing potential within in our Trust becomes a realization that there is a future worth pursuing for everyone.

Children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, will release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing inclusion ensures that we are a Trust that serves all, believing that everyone can and must succeed.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website:** [**www.reach2.org**](http://www.reach2.org)

**Job Description**

Post: Class Teacher for Reception

Salary: Main Pay Scale

Responsible to: Raheel Akhtar

**Class Teacher for Reception**

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers’ Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school’s articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*.*

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

**Strategic direction and development of National Curriculum provision in the school**

* Contribute to a positive ethos in which **all pupils** have access to a broad, balanced and relevant curriculum;
* Analyse and interpret relevant school, local and national data relating to their own class and advise the head teacher on the level of resources required to maximise achievement;
* Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within their class;
* Consider the views of both pupils and parents/carers and to respond appropriately
* Lead on a National Curriculum subject and make a significant contribution to the end of year outcomes in this subject, ensuring children receive rich and varied experiences*.*

**Teaching and learning**

* Develop a classroom environment and teaching practice which secures effective learning across the breadth of the National *(including Foundation Stage)* Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;
* Support the identification of, and provision for pupils with additional educational needs;
* Regularly monitor progress of pupils within their class which is then reflected in teaching plans,
* Evaluate the effectiveness of their teaching and learning by work analysis and use these analyses to guide future improvements;
* Ensure setting of realistic and challenging expectations for pupils in their class
* Liaise effectively with staff to ensure the successful transition of pupils through the school
* Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole;

**Relationships with staff**

* Achieve constructive working relationships with all staff
* Direct, organise and manage the work of support staff within the classroom,
* Provide regular information to senior staff on class progress

**Effective deployment of staff and resources**

* Maintain and develop class resources and budget, co-ordinate their deployment and monitor their effectiveness in meeting the class objectives;

**General**

* Promote equal opportunities within the school and to seek to ensure the implementation of the school’s equal opportunities policy.
* Take on any additional responsibilities which might, from time to time, be determined.

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** | * Qualified Teacher Status. | * Further relevant qualifications. * Paediatric First Aid Training. |
| **Experience** | * Evidence of excellent classroom practice with the ability to create a class atmosphere that is achievement orientated, using strategies that build children’s self-esteem. * Evidence of the ability to raise standards significantly in own classroom. * Ability to provide a high quality, well differentiated education and expect high standards from all children. * Ability to contribute effectively to support team work. * Ability to communicate and work effectively with parents/carers and external agencies in partnership. * Enthusiasm for teaching, a positive philosophy and outlook, coupled with a good sense of humour. * Experience of teaching year groups within at least two of the following three key stages: EYFS/Key Stage 1/Key Stage 2 | * Evidence of the ability to raise standards significantly throughout the school. |
| **Knowledge & Skills** | * Full knowledge and understanding of the Foundation Stage Curriculum Guidance * To have ICT skills for both personal and classroom use. * Ability to communicate well, be an effective whole school team member. * Highly organised, with the ability to work on own initiative. * Ability to ensure that policy and procedures are carried out effectively. * Ability to self-evaluate learning needs and actively seek learning activities. * Understanding of the need at all times for confidentiality and discretion. * Ability to engage in professional dialogue about the curriculum, school organisation, procedures and policies. * An understanding of the importance of safeguarding and child protection | * Willingness to take responsibility for own professional development. * Use and encourage clear, articulate speech with excellent pronunciation and correct use of grammar. |
| **Wider**  **Responsibilities and**  **Professionalism** | * Commitment to school vision and ethos. * Respectful, trusting, supportive and constructive relationships with children. * High standards of professional behaviour with parents and colleagues. * Commitment to collaboration and co-operative working. * Positive contribution to school development. * Attend and constructively contribute to staff, team and planning meetings and school improvement activity. * Contribute to school extra-curricular and enrichment provision by leading or supporting activities. * Commitment to personal professional development. * Proactively seek advice from colleagues and offer support and guidance to other staff. * Maintain a professional, positive attitude and outlook at all times. |  |