



Class Teacher
Candidate Pack
Three Lane Ends Academy

Welcome from the CEO



Dear Colleague,

Thank you for your interest in the post of Class Teacher at Three Lane Ends Academy. This post is being advertised at an exciting time as we seek to appoint a role in the development of Castleford Academy Trust.

Castleford Academy Trust consists of six primary academies and three secondary academies. Our vision is “working together to achieve excellence for all”. All the academies within the Trust have a strong moral purpose and seek to have a positive impact on the communities that they serve and to support families to overcome any social disadvantage. This is delivered through an ambitious and engaging curriculum where no learner is left behind, alongside a strong pastoral support programme which ensures that pupils overcome any barriers to learning.

All academies within the Trust offer a rich set of experiences to allow pupils to grow and nurture talent, whether that be in sport, drama, music, art or technology. Staff will strive to give pupils opportunities to compete with the very best locally, nationally and globally. We are proud of our pupils and the positive contribution they make to society.

At Castleford Academy Trust, we ensure that all academies within the Trust are committed to working towards at least OFSTED ‘good’ and making significant strides towards being judged ‘outstanding’.

This is an exciting time for the Trust as we continue to grow our family of schools with a view to increasing the impact we have upon the local community.

You will be joining an ambitious and innovative Trust who are deeply committed to our values and have very high expectations and aspirations for our pupils. The key to the success of the Trust is the commitment of an outstanding team of leaders, teachers and support staff.

If this role is of interest to you, we welcome further conversation to help you to make a fully informed decision in applying to work with us.

George Panayiotou
CEO



About Castleford Academy Trust



Castleford Academy Trust established as a Trust on 1st April 2013. The Trust comprises of three secondary academies: Castleford Academy, Airedale Academy and Crofton Academy; and six primary academies: Park Junior Academy, Airedale Infant Academy, Airedale Junior Academy, Oyster Park Primary Academy, Glasshoughton Infant Academy and Three Lane Ends Academy. Each academy is based within the Wakefield district.

Castleford Academy Trust is committed to “working together to achieve excellence for all”.

Within Castleford Academy Trust, in our pursuit of excellence, we work hard to ensure that no child is left behind. The Trust puts pupils at the heart of everything we do. In our commitment to excellence, we place ourselves at the forefront of educational developments, creating an environment which is innovative, a positive climate for learning and attainment and fully supports pupil's social and emotional developments.

Each academy is an exciting place to learn, with high quality educational experiences and an innovative approach to the curriculum. Children will thrive emotionally and academically and be prepared for their adult life. We are committed to delivering the highest standards of education possible and a continual review of curriculum and organisational structures will enable pupils to succeed and achieve. We will ensure that all academies within the Trust are committed to working towards a strong standard of provision.

Castleford Academy Trust is committed to working together to provide the best outcomes for children within the community. We aim to raise pupil expectations and aspirations through teaching and learning, effective leadership and the sharing of exemplary practice.

Mutual sharing of knowledge, expertise, systems and resources from across education and business will support the raising of educational standards and achievements and enable us to sustain and enhance educational performance whilst taking into account statutory and regulatory requirements.

Castleford Academy Trust is an exceptional place to work and has a team of dedicated and committed staff. We strongly believe in developing and nurturing talent by providing opportunities for staff training and development. We are proud of our achievements but are always striving to do more and provide the very best life opportunities for the communities we serve. We continually seek out the best practice to ensure that our provision sits alongside the finest that is available nationally.

The purpose of the Trust Board is to ensure clarity of vision, ethos and strategic direction of the Trust and to raise standards and outcomes for all pupils, regardless of starting points. Our structures and processes support and develop the Trust to benefit all our pupils, staff and the communities we serve. We believe that success is achieved when we work together.

Introduction to the Post of Class Teacher



Three Lane Ends Academy is a two form entry primary school located on the outskirts of Castleford, providing an education for 420 children, including Nursery age children. Three Lane Ends Academy has been on a significant journey of rapid improvement since 2019, with this being recognised in our most recent OFSTED inspection in November 2023, with all areas being graded as Good.

We are a committed and dedicated team of staff who are relentless in our drive for continuous improvement. All our staff take great pride in being a member of our school community and are determined to provide our pupils with an exciting and knowledge rich curriculum, supporting them to achieve exceptional outcomes. Relationships within classrooms and throughout school are deeply rooted in mutual respect, allowing pupils to feel safe and secure, as well as thrive. Our leadership team is dynamic and forward thinking, continuously reviewing and reflecting on the school improvement journey. You will be joining an ambitious leadership team who lead by example, as well as work collaboratively with the staffing team to achieve excellence for all.

If this role interests you, we welcome further conversations and visits to the school to support you in your decision to apply.

Delyth Roberts

Headteacher

- The successful candidate is expected to:
- carry out the professional duties of a main ps /pre-threshold teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.
- fully support the vision, values, ethos and policies of the school.

Values and behaviour

Teachers 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 up-to-date and are reflective; forge positive professional relationships; and work with parents in the best interests of their pupils.

Achievement & Standards

To further raise standards and accelerate progress so that children are performing in line or above national averages

To ensure mathematical, reading and writing skills are reinforced and practised regularly, particularly for those groups which we have identified as needing the most support and for children who are eligible for the pupil premium.

The successful candidate is expected to:





• Teaching & Learning

1. Ensure that the quality of teaching and learning is at least consistently of high quality and challenging all learners.
2. To provide additional training and support for teachers so that they engage in professional development and ensure that challenging work is set for them.
3. To improve feedback given to children (and parents) so that they have a better understanding of their curriculum levels and what they need to do to reach their targets.
4. To ensure that the school learning environment is attractive, meaningful and fully supports children's ongoing learning and development.

Behaviour & Safety

5. To support behaviour for learning so that all children understand their rights and their responsibilities as a learner. To have high expectations of pupils and employ the behaviour policy.

Leadership & Management

6. To provide additional training and support material for parents so that they are better able to support their children's learning at home.
7. To provide more opportunities for children's opinions to be used to influence what and how they learn.
8. Ensuring key stage variation of performance is minimised.
9. Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

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 and 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.



Responsibilities

The post-holder is accountable to their line manager and headteacher in all matters. The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

Duties:

- Setting clear and challenging targets that build on prior attainment for each pupil.
- Planning and delivering high quality engaging lessons for children of all abilities
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Giving every child the opportunity to reach their potential.
- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates 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.
- Has 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.

- Consistently demonstrating high expectations for every child.
- Using own practice as an example of good teaching.
- Evaluating their own teaching critically to improve effectiveness.
- Ensuring that the Headteacher, and SLT are routinely well informed about teaching plans, priorities and pupil progress toward their agreed targets.
- Managing parents and other adults in the classroom.
- Building team commitment with colleagues through collaborative planning.
- Using the community as a teaching and learning resource.
- Liaising effectively with parents and governors





Person Specification

Those Elements Marked (a) will be assessed in your application
Those Elements Marked (b) will be assessed in your application and during the selection process eg interview and presentation
Those elements Marked (c) will be evaluated during the selection process eg task NB references will be used to support the selection panel's assessment

Essential

Desirable

Qualifications

Qualified Teacher Statue (a)

x

Degree Level Educated or an equivalent qualification (a)

x

Evidence of recent CPD which has been implemented into your everyday practice (b)

x

Experience

Recent successful whole school responsibility and a proven track record of raising standards and quality of teaching(b)

x

A Proven excellence in the classroom(b)

x

understanding and use of of a range positive behaviour management strategies.(b) (c)

x

Successful experience of coaching/supporting staff to improve the quality of teaching and learning and influence whole school improvement

x

Successful experience of accelerating rates of pupil progress, including those of other vulnerable pupils (b) (c)

x

Successful experience of curriculum development.
Teaching experience across year groups

x

Committed to establish relationships, nurturing, and having aspirations (b) (c)

x

Knowledge

An understanding of evidence based research to inform best practice

x

A thorough knowledge of the EY Framework, or NC and its provision and assessment

x

A commitment to understanding of the processes of inclusion and equal opportunities(b)

x

A clear understanding of current educational legislation , issues and debates (b) (c)

x

Experience of safeguarding pupils and ensuring their wellbeing remains high priority at all times (a) (b)

x

Skills

An ability to work as part of effective teams – showing initiative and being pro active.

x

Be able to communicate clearly and effectively both orally and in writing with pupils, staff, parents, carers and governors and maintain relationships (b) (c)

x

Plan, monitor and evaluate aspects of school development and lead by example.

x

Three Lane Ends Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the commitment. The successful candidate will be subject to Disclosure and Barring Check

