

Candidate information pack





Welcome from the Academy Headteacher – Lucy Shaw

Thank you for expressing an interest in the position of UKS2 Classroom teacher for maternity cover at Shibden Head Primary Academy for Upper Key Stage 2.

This is an exciting opportunity for a talented or aspiring Classroom teacher to join the team at our established and successful primary academy, which is proud to be part of Focus Trust.

The role of a Classroom teacher is a key role within the academy in achieving our vision, and is suited to an enthusiastic, innovative and inspirational candidate who is focused on ensuring the best for all children and parents.

To succeed in this role you will need to have excellent interpersonal skills with the ability to be flexible and adapt and be prepared to roll up your sleeves and lead by example, just like we all do at Shibden Head.

We hope that you will find this information pack helpful in finding out more about this post. We encourage you to make an appointment to visit the school and meet with one of our Senior Leadership Team.

Please contact the school office shibdenhead@focus-trust.co.uk or Tele: 01274 882458 to make an appointment.

However, if you would like a further conversation about any aspect of this post or about working as part of Focus-Trust, please do not hesitate to contact me directly by email l.shaw@focus-trust.co.uk or contact me via the school office 01274 882458.

Shibden Head Primary Academy is committed to safeguarding children, and this commitment is reflected in our recruitment processes. References will be taken up on receipt of your application, to avoid undue delay in the process, unless you specify otherwise. They will not be used in the shortlisting process, but may be referred to during an interview.

I look forward to receiving your application.

A handwritten signature in black ink that reads 'Shaw'.

Mrs L Shaw
Headteacher



Welcome from Liz Fiddaman, Chair of Governors

Dear applicant,

Thank you for taking the time to consider applying for the role of Classroom teacher at Shibden Head Primary Academy. As Chair of the Governing Board, I would like to take this opportunity to tell you a little bit about the context of our school.

Shibden Head is one of three primary schools serving the village of Queensbury, on the outskirts of Bradford. Queensbury is one of the highest parishes in England, with views to the hills of Brontë Country and the Yorkshire Dales to the north and north-west. We have just over 410 primary aged pupils, we converted to an academy on 1st March 2013, joining Focus-Trust. We are delighted by the level of highly skilled professional support and challenge that Focus-Trust provides, as together we strive for higher standards.

When you visit us, you will find children who are happy to be in school. We have a reputation for being friendly and welcoming with an exceptionally hardworking team of staff. Pupil behaviour is a strength and a rich curriculum, good quality teaching and learning combine to make this a rewarding and exciting place to be.

I hope I have given you a flavour of Shibden Head Primary Academy. We have every confidence that we will successfully recruit a Classroom teacher who can continue our tradition of supporting and developing the school. We are a very supportive governing body with high expectations for our young children and staff, and hope that you feel encouraged to apply for the post.

L Fiddaman
Chair of Governors



Academy details

Address	Shibden Head Primary Academy Hainsworth Moor Grove Queensbury Bradford BD13 2ND
Telephone	01274 882458
Email	shibdenhead@focus-trust.co.uk
Website	www.shibdenheadprimary.co.uk
Job Title	Classroom teacher
Grade	MPS / UPS
Accountable to	Headteacher

Classroom Teacher Job description

Introductory statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the most recent version of the Teachers' Standards.

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 as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents, colleagues and external agencies in the best interests of their pupils.

Purpose of the role

To ensure all pupils achieve high standards of learning and well-being.

Main duties

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
- Lead by example and 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.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- 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 all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and 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.

- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set and assess homework and plan other out-of-class and enrichment 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 review, 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.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- 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

- Undertake formative, summative and statutory assessments in line with the academy's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Prepare and present written and verbal reports for parents and carers.

Manage behaviour and resources 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, around the academy and when learning off-site, in accordance with the academy'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.
- Ensure the learning environment is kept well ordered, tidy and free from hazards.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.

- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the Trust and in other maintained schools.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Lead an area or strand of school improvement (not required for ECT) – area of responsibility TBC

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 the academy, 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; and
- 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 academy and the Trust, 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; and within the policies, handbooks and guidelines of the academy and of the Focus-Trust.

General

The post holder will:

- Be expected to actively support work and values of the Focus-Trust;
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the headteacher immediately.
- Comply with the requirements of all policies, procedures & handbooks of the Focus-Trust and individual academy.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all requirements related to equal opportunities and safeguarding children

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

Person specification – class teacher

Note: Candidates failing to meet one or more of the essential criteria will automatically be excluded.

Knowledge, experience and skills		
	Essential/ Desirable	How identified
Experience	E/D	Application form (A) Document (D) Selection process (S) References (R)
Experience of teaching in primary age range	E	A R
Raising attainment of all pupils	E	A S R
Experience of leading a curriculum area or other area of responsibility	D (not expected for ECT's)	A S R
Knowledge		
Up to date knowledge of curriculum and assessment procedures	E	A S
Knowledge of strategies needed to establish and maintain consistently high aspirations and standards in terms of outcomes and behaviour	E	A S R
Clear understanding of teaching standards, expectations and accountability	E	A S R
Skills		
Able to play a full and active role in a team	E	A S R
Motivated to continually improve standards and achieve excellence	E	A S R
Strong classroom practitioner	E	A S R
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward	E	A S R
Excellent communication, planning and organisational skills	E	A S R
Fulfil wider professional responsibilities		
Understand when and how to seek advice and support	E	A S
Able to develop and maintain good relationships with staff, parents, pupils, governors and the community	E	A S R
Committed to own development as a professional	E	A S
Able to reflect on own practice and identify areas for improvement	E	A S
Qualifications and training		
Qualified Teacher Status or other educational qualification	E	D
Qualified to degree level and above	E	D
Evidence of further professional development	D	A

Personal qualities and attributes		
Aligned with the Trusts values – eg. exhibit moral purpose, commitment to equality, children and adults treated with respect	E	A S
Commitment to the safeguarding and welfare of all pupils	E	A S R
Child centred	E	A S
Resilience	E	A R
Integrity	E	A R
Self-motivated and able to motivate others	E	A R
Enjoys challenge	E	A S R
Works to deadlines	E	A R
Enthusiastic and optimistic	E	A R

About our School

Academy vision, ethos and values

At Shibden Head we aim to create a quality environment where everyone involved with the school has respect for themselves, for others and for their community.

By constantly encouraging and emphasising positive aspects of work and behaviour we seek to promote the high standards we strive to achieve.

We believe that the goals and targets we set should be high but realistic so every child has equal opportunity to achieve their maximum potential.

We actively promote healthy life-styles and give children the knowledge and understanding they need to make informed decisions about their health, safety and well-being as they grow.

Everyone at Shibden Head, be they child or adult, has a role to play and a contribution to make to the life of the school and its place in the community.

We believe that the teaching/learning environment we provide should reflect the fact that everyone's contribution will be recognised and their views will be listened to.

We aim to have a school which provides stimulating, enriching and fulfilling experiences - a place which people enjoy coming to.

Our children are our future. At Shibden Head we work together to give children the academic and life skills they will need for a happy and successful future.

Our pupils

The very large majority of pupils are of White British heritage and few have a first language other than English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils or who are supported at school action plus or with a statement of special educational needs is below average. Attainment on entry is broadly in line with age-related expectations.

Our staff

Our leadership team comprises the headteacher, deputy head, business manager, one assistant headteacher and two senior leaders. In addition to teachers and Shine Club Assistants, we have a

pastoral lead who works with children and families, staff and outside agencies to offer support for wellbeing and develop parental engagement. The running of the school is also supported by admin, kitchen and lunchtime teams.

Our facilities

Shibden Head Primary Academy is all on one level and so is accessible to anyone with mobility difficulties. In addition to classroom accommodation, a hall and gym, a cooking room and extensive school grounds.

We have our own kitchen and school meals are cooked on site. Our own before-school, after-school -Shine Club is available to all pupils. This opens at 7:00am and closes at 6pm

Our school organisation

Our pupil admission number is 60 and there are two classes for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by Shine Club Assistants – the number of these depends on needs within classes and year groups. PPA time for teachers is covered by a combination of teaching partners/ HLTAs.

Our curriculum

We provide a broad and balanced curriculum with an emphasis on the basic skills all children need to acquire in order to succeed. Our curriculum is designed to capture children's imagination and natural curiosity and motivate a desire to learn about the world in which they live.

Our extra-curricular activities

A range of extra-curricular activities usually operates in the autumn and summer terms, during which staff generally run an after-school club once a week. Examples of clubs offered include basketball, choir, gardening and cookery.

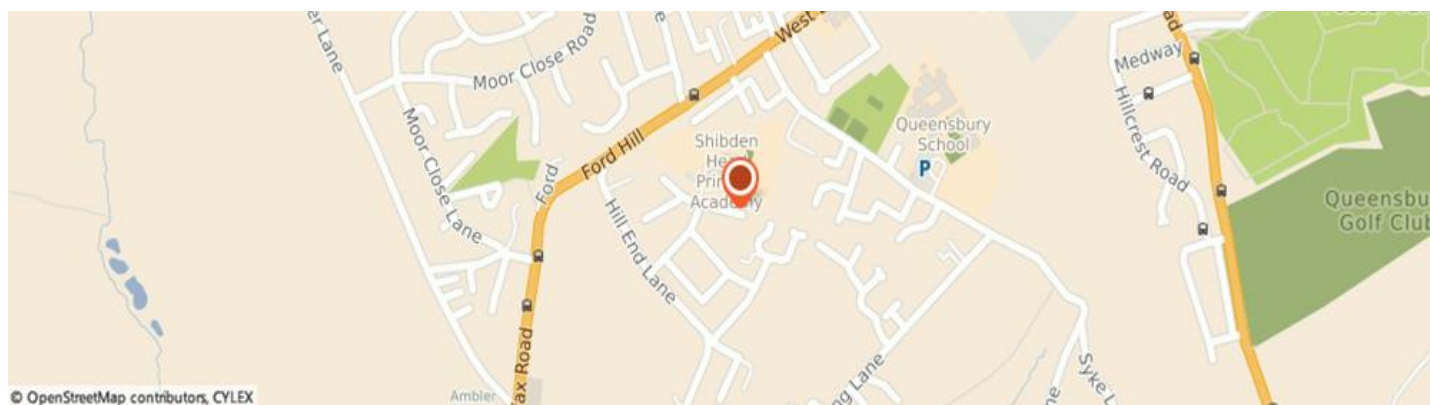
School Quick Facts

Type of school	Primary
Age range	4-11
Location/LA	Bradford
Number of children	402
Number of teaching staff	20
Number of support staff	36
% FSM	14.14%
% SEN	10.42%
% EAL	0.74%

Our geographical area

Shibden Head is one of three primary schools serving the village of Queensbury on the outskirts of Bradford. Queensbury is one of the highest parishes in England, with views to the hills of Brontë Country and the Yorkshire Dales to the north and north-west.

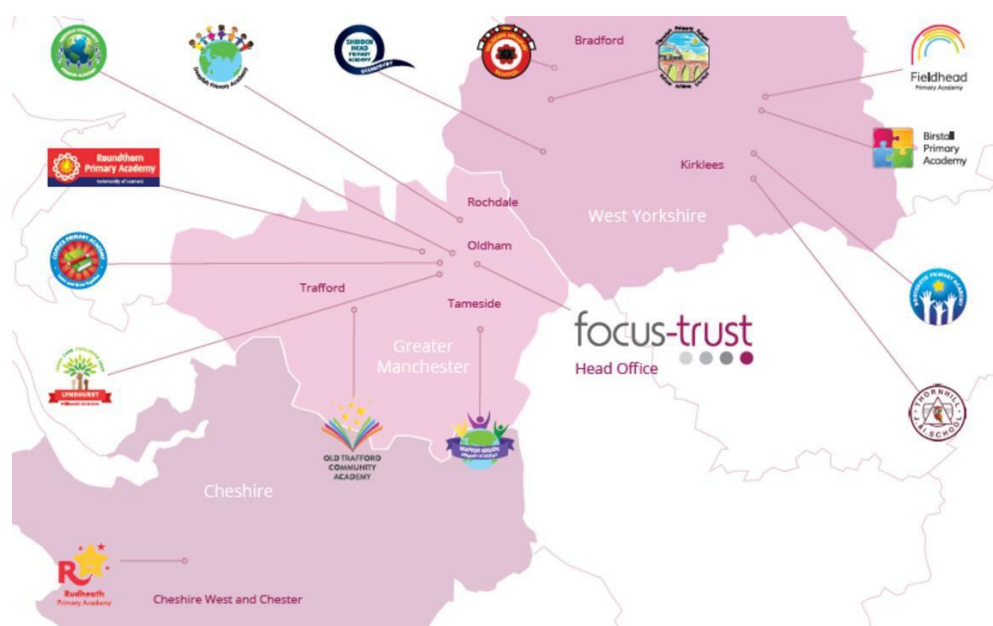
In addition to our partner academies within Focus-Trust, we work collaboratively with schools in our local partnership and with a range of secondary schools in the Bradford and Calderdale areas to which our pupils transfer at the end of Year 6.



About The Focus-Trust

Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group. The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

Vision

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

Commitment

'Learning together, making the difference'

Collective Efficacy

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

Care for children, adults and the learning environment

Dare to do things differently and have a go

Be **fair**, honest and inclusive – demonstrating integrity

Share expertise and best practice for the benefit of all learners

What you might want to know about Focus Trust

Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

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

Focus-Trust is committed to safeguarding and promoting the 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

Focus-Trust and the schools 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. These can be found on the Trust website

www.focus-trust.co.uk and school websites. 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 the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

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 and Social Media Checks

If you are shortlisted, we will take up references before the interview date. 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.

In line with our safer recruitment policy, social media checks will be undertaken if you are shortlisted. This social media check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

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 our school 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.

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**Focus Academy Trust (UK) Ltd Ram Mill Business Centre Gordon Street,
Chadderton, Oldham, OL9 9RH**

E: info@focus-trust.co.uk follow us on Twitter @focustrust

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Dare to do things differently and have a go,
Be **fair**, honest and inclusive – demonstrating integrity,
Share expertise and best practice for the benefit of all learners

School contact details

Shibden Head Primary Academy
Hainsworth Moor Grove
Queensbury
Bradford
BD13 2ND
Tele No: 01274 882458



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