



Early Career Teacher

Candidate Brief

March 2025





Dear Candidate

Thank you for your interest in the position of Early Career Teacher (ECT) at the Diocese of Coventry Multi Academy Trust. We believe our schools are exciting and supportive places to start and progress your teaching career and we are delighted to provide you with a candidate pack and hope that it inspires you to want to join us.

As a trainee teacher seeking your first teaching role, you are invited to apply to be part of the Early Career Teachers (ECT) 'Pool'. We will be recruiting teachers for a range of vacancies across our 22 schools and being part of our pool means that Headteachers looking to appoint ECTs in 2025 will be able to approach successful candidates about vacancies directly and fast-track them to final observations and interviews with the individual school.

The Diocese of Coventry Multi Academy Trust is a growing trust with much to be proud of. It currently has 22 Church of England academies, almost 5000 children and 1000 members of staff across the Diocese of Coventry. Our vision 'together, pursuing life in all its fullness' reflects the Church of England's vision for education. You will see this come to life in all our academies every day. We offer opportunities for children and colleagues to realise their potential and flourish.

We know that our Early Career Teachers are the future of our schools and the wider teaching profession and as an Early Career Teacher within our Trust, you will not only benefit from the structured two-year ECT programme but you will also have access to our Trust-wide Early Career Network which provides an additional level of support and development as well as networking opportunities with colleagues in other schools. Beyond our networks, we also offer all our staff a range of fully funded development opportunities through our Communities of Improvement offer. This offer changes each year, but the details below demonstrate how we support our colleagues to develop throughout their careers.

In short, we know our trust has a bright future and are looking for bright people who share and display our values to help us get there. If this sounds like something you would like to be part of and you share our vision, then we would very much like to hear from you.

Michael Cowland
Chief Executive Officer



Our Trust

Our 22 Academies are spread throughout the Midlands as outlined below:



St Laurence's CofE Primary School
Old Church Road
Coventry
CV6 7ED



St Bartholomew's CofE Academy
Bredon Avenue, Coventry
CV3 2LP



Queens CofE Academy
Bentley Road
Nuneaton
CV11 5LR



Stretton CofE Academy
Stretton Avenue
Coventry
CV3 3AE



St James CofE Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF



Harris CofE Academy
Harris Drive
Overslade Lane, Rugby
CV22 6EA



St Nicolas CofE Academy
Windemere Avenue
Nuneaton
CV11 6HJ



Studley St Mary's CofE Academy
New Road, Studley
B80 7ND



St John's CofE Academy
Winsford Avenue
Coventry
CV5 9HZ



All Saints Bedworth CofE Academy & Nursery
Off the Priors, Mitchell Road
Bedworth
CV12 9HP



Dunchurch Boughton CofE Junior Academy
Dew Close
Dunchurch
CV22 6NE



St Oswald's CofE Academy
Addison Road
Rugby
CV22 7DJ



St Michael's CofE Academy
Hazel Grove
Bedworth
CV12 9DA



Leamington Hastings CofE Academy
Birdingbury Road, Hill,
Leamington Hastings, Rugby
CV23 8EA



Leigh CofE Academy
Plants Hill Crescent
Tile Hill, Coventry
CV4 9RQ



Salford Priors CofE Academy
School Road
Salford Priors, Evesham
WR11 8XD



All Saints CofE Academy LW
Warwick Road
Leek Wootton, Warwick
CV35 7QR



Burton Green CofE Academy
Hob Lane
Burton Green, Coventry
CV8 1QB



Long Itchington CofE Academy
Stockton Road
Long Itchington, Southam
CV47 9QP



Southam St James CofE Academy
Tollgate Road
Southam
CV47 1EE



Dunchurch Boughton CofE Infant Academy & Nursery
School Street
Dunchurch
CV22 6PA



Ryton-on-Dunsmore Provost Williams CofE Academy
Sodens Avenue
Ryton-on-Dunsmore
CV8 3FF



Our Diocese

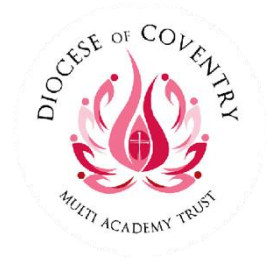
In our schools, where pupils and staff come from all faiths and none, the Diocese of Coventry is a key partner in the work we do. Church schools in Coventry Diocese work in partnership with their local church developing partnerships and a deep sense of belonging which transforms communities, whilst delivering excellent education. The Diocesan Board of Education supports and equips local partnerships between schools, governors, parishes and clergy by:

- Championing the role of the Church in education
- Protecting and developing the historic Church investment in education
- Promoting the establishment of new church schools
- Enabling Flourishing for all in Church School communities
- Facilitating creative and flexible partnerships between schools
- Encouraging collaboration to ensure excellent and distinctiveness across the family of church schools
- Supporting the professional development of staff, governors, clergy and church workers
- Providing pastoral support to school leaders and governors



April Gold
Diocesan Director
of Education





Career Development

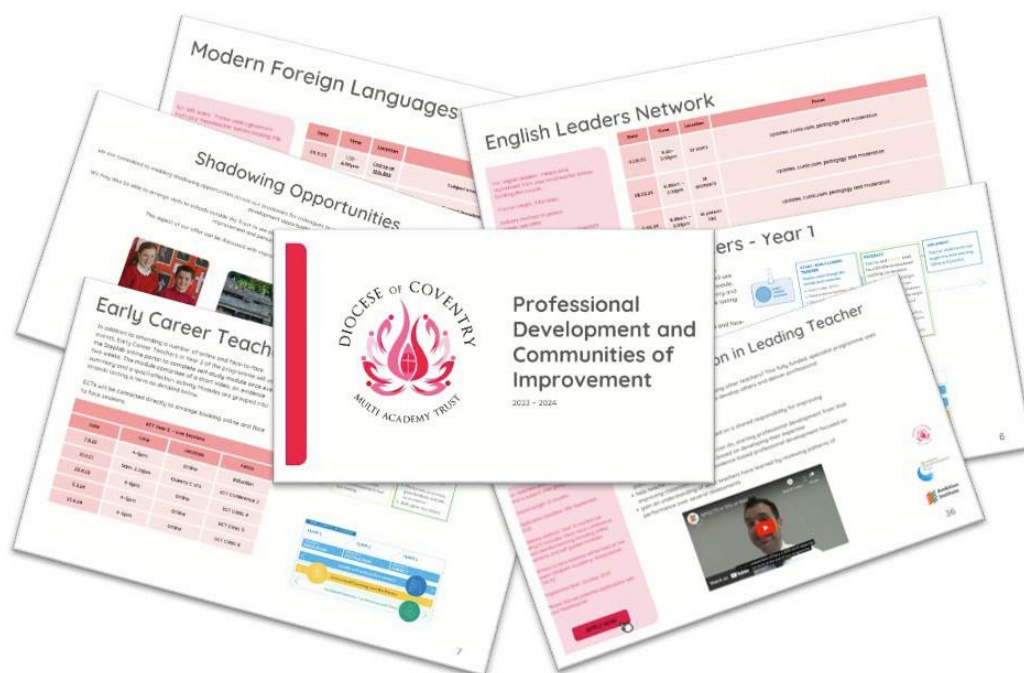
We know our colleagues are our most important asset and we are aware that our employees are critical to us in fulfilling our vision of flourishing for all. Flourishing adults are championed, supported, cherished and developed and the Trust seeks every opportunity by which to do this.

We believe that teachers deserve high-quality professional development throughout their careers, particularly in the first years of teaching when the learning curve is steepest. As an Early Career Teacher in our Trust, we will enable you to develop the knowledge, practices and working habits that will set you up for a fulfilling and successful career in teaching.

All Early Career teachers are entitled to a two-year induction and development package based on the Early Career Framework as outlined by The Department for Education. During this time, you will receive protected non-contact time and work with your mentor and coach to develop all aspects of your role as a class teacher. In addition, we offer a range of networking opportunities with other early career teachers across our Trust where you will be able to connect with other teachers in the same stage of their career, share experiences and hear from expert colleagues in areas which are relevant to your classroom practice.

All colleagues in our Trust can access additional training and career development opportunities through our Communities of Improvement offer. Our offer is funded centrally and changes each year depending on need but we aim to ensure all colleagues have the opportunity to progress and develop in whatever areas they wish to pursue.

Further details of the Communities of Improvement offer for the 2024-2025 academic year can be found [here](#)



Details of the role



Job Title: Early Career Teacher (ECT)

Reporting to: Headteacher

Responsible for: Maintaining a high standard of education in accordance with the current School Teachers' Pay and Conditions document and Teacher Standards. Teaching children, in accordance with the academy's vision and policies and National Curriculum requirements. Promoting the welfare of children within the academy and safeguarding their interests at all times. Working effectively as a member of the teaching team contributing to the care and holistic well-being and development of our children.

The Diocese of Coventry Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.

Hours: We will be recruiting for a number of full-time and part-time roles.

Salary: M1 - £31,650



Main Duties and Responsibilities

- Set high expectations which inspire, motivate and challenge all pupils
- Promote good progress and outcomes by all pupils
- Demonstrate good subject and curriculum knowledge
- Adapt teaching to respond to the strengths and needs of all pupils
- Plan and teach well-structured lessons
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities.

Set high expectations which inspire, motivate and challenge all 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 all pupils. Promote good progress and outcomes by all pupils

Promote high standards of attainment, progress and outcomes for all pupils

- Plan differentiated teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- 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' interests in these subjects and address misunderstandings and misconceptions
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject
- Ensure all pupils have access to a broad, balanced and relevant curriculum

Plan Lessons (in line with expectations) 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
- 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 provide scaffolds and adapt teaching, using approaches which enable pupils to learn more effectively

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and implement strategies to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning 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
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of pupils.

Make accurate and productive use of assessment

- Make accurate and productive use of assessment in line with the expectations of the academy
- Make effective use of a range of assessment for learning techniques to measure progress in lessons
- 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 academy, 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

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively (where available)
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents, carers and external agencies with regard to pupils' achievements and well-being

Personal and Professional conduct

- Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy
- Has professional regard for and actively promotes the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities.

Values

- Upholds the Christian ethos of the academy in line with the school's Christian vision
- Makes the education of pupils within the academy the main purpose of the role of the teacher
- Accepts accountability for achieving the highest possible standards in their own work and conduct and to be able to be self-critical and reflective
- Acts with honesty and integrity at all times
- Is able to forge positive professional relationships.

Safeguarding /Child Protection

- Understands, accepts and follows the academy's Safeguarding / Child Protection procedures in order to protect the safety of all children and vulnerable adults
- To report matters of concern in line with the academy procedure.



Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: requirements without which the job could not be done

Desirable: requirements that would enable the candidate to perform the job well

Evidence: A = Application form, I = Interview, R = Reference

Qualifications, Experience and Professional Development	Essential	Desirable	Evidence
A recognised teaching qualification and Qualified Teacher Status	✓		A, I
Willingness to improve own professional development through relevant training		✓	A, I
Experience of teaching in the Primary age range	✓		A, I, R
Knowledge of the primary curriculum	✓		A, I
Specialism in a primary subject		✓	A, I
Experience of planning lessons and units of work that inspire, motivate and challenge pupils.	✓		A, I, R
Experience of teaching systematic synthetic phonics		✓	A, I
Evidence of successful teaching placements	✓		A, I, R
Experience of working as part of an effective team	✓		A, I, R
Experience of assessing pupil attainment and planning next steps		✓	A, I
Knowledge and experience of assessment for learning strategies		✓	A, I
Knowledge of good ICT skills and experience in using these to improve and enhance teaching, learning, planning and assessment		✓	A, I
Knowledge of current safeguarding requirements	✓		A, I
Knowledge of whistleblowing procedures	✓		A, I
Knowledge and awareness of the SEND code of practice	✓		A, I
Experience of working with children with SEND		✓	A, I
Professional Skills and Attributes			
Able to communicate effectively and build positive relationships with children	✓		A, I, R
Able to meet the needs of different learners using a range of strategies		✓	A, I
Able to adapt teaching to meet the needs of all learners		✓	A, I
Able to manage behaviour effectively in the classroom	✓		A, I
Evidence and experience of using behaviour strategies with positive outcomes		✓	A, I, R
Understand the need for a safe, positive and stimulating learning environment	✓		A, I
Excellent communication and interpersonal skills	✓		A, I, R
High expectations of pupil behaviour and attainment	✓		A, I

Understand when and how to involve parents in their child's learning	✓		A, I
Experience of building positive relationships with pupils' parents		✓	A, I
Values, Personal and Professional Conduct			
Willingness to uphold the Christian vision of the academy	✓		A, I
Acts with integrity and maintains confidentiality	✓		A, I, R
Well-organised with excellent time management skills	✓		A, I, R
Self-motivated and able to work under own direction	✓		A, I, R
Willing to promote fundamental British values	✓		A, I, R
Well-organised with excellent time management skills	✓		A, I, R
Self-motivated and able to work under own direction	✓		A, I, R
Willing to contribute to the wider school	✓		A, I, R
Willing to build professional relationships with colleagues and use these for support and advice	✓		A, I, R

How to Apply

If you wish to apply to join our ECT pool please apply online [Vacancies. | The Diocese of Coventry Multi Academy Trust](#)

The Trust is committed to promoting a positive and diverse culture in which all colleagues and young people are valued and supported to fulfil their potential irrespective of their age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, religion or belief, sex or sexual orientation (the protected characteristics).

The Trust aims to create a working environment in which all individuals can make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. The Trust also values diversity and recognises the varied contributions that a diverse workforce brings to an organisation; the Trust is committed to drawing on different perspectives and experiences of individuals which will add value to what we do.

The Trust will ensure that there is no discrimination against employees on the basis of their protected characteristics.



The Diocese of Coventry Multi Academy Trust,
Registered Office: St James' Church of England Academy
Barbridge Road,
Bulkington
Bedworth
CV12 9PF