



# PIONEER LEARNING TRUST

Pursuing Excellence and Equity



## Class Teacher Recruitment Pack



# Contents



- Welcome Letter
- The Pioneer Learning Trust
- Job Description
- Person Specification
- Application Guidance



# Welcome



## Dear Applicant

Thank you for your interest in our advert for Class Teachers. We are an ambitious Trust of 7 schools. We work collaboratively to recruit exceptional teachers to work with our enthusiastic and engaged pupils. With a growing number of schools, we can offer exciting opportunities to work in a range of age ranges and to meet the future ambitions of our growing team with professional development and career progression.

We are extremely well set up to support Early Career Teachers as we deliver the Early Careers Teacher Entitlement (ECT Programme) on behalf of Chiltern Learning Trust, for all Luton Primary Schools, within Pioneer schools. This means we have all the networking, knowledge and expertise to support teachers into the teaching profession.

We can be flexible to meet the specialisms of candidates with vacancies currently ranging from EYFS through KS1 and KS2. With schools in both Luton and Bedford, we can also consider geographical preferences.





## Our Schools



Chantry Primary Academy is a three-form entry school in Luton offering nursery provision from age 2 and accommodating over 700 pupils. The school holds the Enhanced Values-based Education quality mark and has a strong values-based culture. Chantry achieves consistently high standards and is highly inclusive, with special provision for children with visual impairment.



Southfield Primary Academy is a two-form entry primary school, with nursery provision, in Luton. Southfield aims to bring learning to life for pupils through a creative curriculum. Staff are committed to ensuring that all pupils develop a love of learning and reflect strong values in all aspects of school life. Southfield has high expectations for all, with outstanding provision for personal development.



Whitefield Primary Academy is a highly inclusive and welcoming two-form entry school in Luton, with a growing nursery provision. At Whitefield children are supported to achieve excellent outcomes at all stages of their primary education. As a values-based school, Whitefield is at the centre of its community, working hard to ensure that everyone feels belonging, as part of the school family.



Ferrars Junior School is a three-form entry junior school in Luton. Ferrars prides itself on having an inclusive, family feel, where everyone is valued for their individuality whilst working together towards a common goal - a love of learning. With high expectations Ferrars aims to cultivate children's intellectual, emotional, social, moral and spiritual development to achieve their full potential.



Lakeview School is a two-form entry primary school, with a nursery, in Wixams, Bedford. Serving over 450 children aged 3-11, the school embodies their motto: 'Our children are at the heart of our school; Our school is at the heart of our community.' Lakeview is a values-based school, providing enriching learning experiences to foster success and valuing strong partnerships with parents.



Warden Hill  
Infant Academy

Warden Hill Infant Academy is a four-form entry infant school in Luton, educating children from Reception to Year 2. Warden Hill is a friendly, welcoming school where all children are supported to 'be the best they can be' through the school's values-based approach. At the heart of the community, the school works closely with Warden Hill Junior School, ensuring a consistent educational journey.



The Ferrars Academy is a multicultural infant and nursery school for 3–7 year olds in Luton, providing excellence in early education, celebrating diversity and nurturing every child's potential. An inclusive environment and rich curriculum inspires curiosity, confidence, and a love of learning. With a values led 'family' approach, the school builds strong foundations for lifelong success and happiness.



## Why Join Our Trust?

### We are all about the Children - Pursuing Excellence and Equity

We are a primary focused Trust, specialising in the primary curriculum, pedagogy and practice. Our vision is to provide our pupils with an exceptional quality of inclusive education provision through continuous review of impact and planning for improvement in order to achieve our mission of all pupils having an equal opportunity to achieve a successful future in education and work.

### The Pioneer Promise - Opportunities for our Pupils

In the pursuit of excellence and equity our schools all commit to the Pioneer Promise, offering a range of opportunities to enhance children's school experiences, but what *is* the promise we make?

We are absolutely passionate about our pupils developing a love of reading, a passion for maths and a thirst for knowledge of the world around them, but we also want our children's school days to be filled with memories of their friendships and experiences. Our promise is that we will fill our children's school years with opportunities to be inspired and challenged, to experience excitement and adventure, to broaden their horizons, and to learn about people, community and the wider world beyond their classroom.



### The Role of the Children's Champion

The Children's Champion works closely with schools and the Central Team to facilitate the delivery of the Pioneer Promise. Forming community links, building relationships with local companies, providers and charities, and applying for grants and bursaries on behalf of schools, the Children's Champion has one key focus - ensuring that all children have the opportunity to live our values through the Pioneer Promise.

All schools in our Trust commit to engaging fully with the Children's Champion and to making best use of available funding to ensure affordability and access arrangements to enable all pupils to participate in these experiences. We believe that through participation in the Pioneer Promise opportunities, our pupils will leave our schools better equipped for the next stage in their education and their future lives.





# PIONEER LEARNING TRUST

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## Our Pioneer Promise to Staff

At Pioneer Learning Trust we live out our values through the actions that we take. Our approach to working with our teams is values led and we make a promise to our teams that they are people first and staff second. This means that we make a firm commitment to supporting our people to balance their commitment to our pupils with their family lives.

Independence  
Aspiration  
Respect  
Integrity  
Quality  
Enjoyment  
Unity

Team ethos focused on collaboration and networking



FREE staffroom refreshments for all, plus FREE or subsidised lunches when eaten with children (Depending on lunch provider)



Recognition of staff achieving 100% attendance



Discounted staff access to on-site childcare and support for staff in accessing the Gov.uk Tax Free Childcare scheme



Open door policy in all of our Leadership Teams to support our teams, including response to urgent out of hours needs



Comprehensive Employee Assistance Programme including FREE face to face counselling services for staff and their families



Flexible and responsive approach to work/life support for all staff to balance family life and work life



Provision of dedicated leadership time for leaders at all levels



Commitment to ensuring PPA allocation can be taken collaboratively in year group teams to reduce workload



Assessment and reporting streamlined and spread across the school year to balance workload



Workload reduction strategy to ensure that teacher planning and feedback are not burdensome



# Job Description



**JOB DESCRIPTION:** Class Teacher

**SCHOOL:** This post is appointed to The Pioneer Learning Trust

**PURPOSE OF POST:** The postholder will be responsible for the daily organisation and management of a class of primary age children and to participate in curriculum development. The teacher will contribute to the School Plan, supporting the ethos, aims and vision of the school.

**PRINCIPAL RESPONSIBILITIES:** The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake teaching in a designated area of the school.

**GRADE:** MPS or UPS

**RESPONSIBLE TO:** Headteacher and Governing Body

## Teaching Responsibilities

- Have a secure knowledge of the national curriculum
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils
- Plan and prepare lessons to meet the needs of all pupils
- Use teaching time and resources effectively to promote learning objectives
- Use a range of teaching strategies and adapt learning to meet the needs of all pupils
- Foster and maintain pupils' interest in learning and address misunderstandings
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- Demonstrate a clear understanding of systematic synthetic phonics
- Demonstrate a clear understanding of appropriate teaching strategies for mathematics
- Ensure pupils receive effective feedback in all of their learning
- 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
- Record and report on the progress and attainment of pupils
- Provide appropriate homework and encourage children to make the most of out of school learning opportunities





### **Pastoral Care and Supervision**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Establish clear expectations and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy
- Set high expectations of behaviour, and apply the school [policies for behavior consistently and fairly
- Manage pupils effectively, using approaches which are appropriate to children's needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Provide effective supervision of pupils at all times

### **Communication and Liaison**

- Upholding the school's values in all aspects of communication and professional conduct
- Communicate positively and effectively with parents both in person and in online communications
- Participate in parents' evenings focused on both the curriculum and pupil progress.
- Liaise with parents and outside agencies to support pupils
- Provide relevant information to other schools as required
- Provide information for Governors and outside agencies
- Attend staff meetings and work collaboratively with colleagues
- Work in partnership with support staff and provide clear guidance for any additional support, such as volunteers

### **Performance Management and Training**

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and what they need to do to make further progress
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Encourage pupils to take a responsible and conscientious attitude to their own learning and behaviour
- Engage with CPD to develop as a professional
- Engage with performance management processes in order to develop as a professional

### **Curriculum and Management Duties (applies to all teachers except ECT1)**

- Take responsibility for leading a subject area across the whole school
- Contribute to the overall curriculum design and school evaluation and improvement planning
- Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and policies related to the given subject area



- Provide support for teaching and support staff with planning and practice in the given subject, ensuring effective teaching provision for all pupils
- Evaluate the impact of teaching and learning in the given subject area through monitoring teaching and learning, work scrutiny, working with and talking to teachers and pupils and through pupil data
- Particulate in professional reading and research in addition to seeking out and attending CPD to further specialist knowledge in the given subject
- Work within a financial framework to ensure the adequate provision of and effective use of resources to support teaching and learning in the given subject
- Lead appropriate professional development sessions for individuals, groups and the whole staff team

### **UPS1 and 2**

- In addition to fulfilling the Class Teacher Job Description, teachers on the Upper Pay Scale are expected to make a substantial and sustained contribution to building team commitment in line with the statutory requirement to meet threshold standards
- Teachers are expected to contribute significantly to implementing work-based policies and practice.
- Teachers are expected to deliver consistently good and outstanding teaching
- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues

### **UPS 3**

- In addition the all of the above descriptors, UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team with a substantial and sustained approach. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

### **DIMENSIONS:**

**Supervisory Management:** Class Teachers within the assigned team.

This Job Description will be reviewed regularly within the performance management cycle. It may be amended at any time after consultation between the member of staff concerned and the Headteacher.

### **DBS**

*Because of the nature of this job, it will be necessary for an Enhanced criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.*

**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**



**Physical Effort:** Working with young children will involve setting up and putting away resources and, with younger children, may involve some additional physical effort in managing pupils' needs

**Working Environment:** N/A

*The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*

*CVs will not be accepted for any posts based in schools*



# Person Specification

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. The words 'Essential' and 'Desirable' refer to the importance we will give to different aspects of your application. Where a criterion is marked 'Desirable', meeting the requirement would be an advantage, however some aspects may be learned during induction or further training. Not meeting these requirements should not deter your application.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Attributes	Relevant Criteria	How Identified	Rank
Education and Training	Qualified teacher Status	Proof of Qualification	Essential
	A commitment to continuous professional development	Application and interview	Essential
Relevant Experience	Experience of teaching within a Primary education	Application and interview	Essential
	Experience of working with children with English as an additional Language	Application and interview	Desirable
	Using data to inform target setting and planning	Application and interview	Essential
	Experience of working with pupils with SEND	Application and interview	Essential
Knowledge and Skills	Able to create a stimulating learning environment	Application and interview	Essential
	An understanding of the role of assessment in teaching and learning	Application, interview and practical task	Essential
	Able to use IT to support both the curriculum and work organisation	Application and interview	Essential
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team	Application and interview	Essential
	Able to monitor and evaluate teaching and learning	Application and interview	Essential
	Able to identify the necessary resources with ensure high quality teaching and learning	Application, interview and practical task	Essential
	Able to assess the needs of individuals to inform lesson planning	Application and interview	Essential
	Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly	Application and interview	Essential
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	Application, interview and practical task	Essential
	Positive role model with strong leadership skills	Application, interview and practical task	Essential

Knowledge and Skills	Ability to work effectively and flexibly both independently and as part of a team and meet deadlines	Application and interview	Essential
Any Additional Factors	Demonstrable commitment to inclusive teaching and learning	Application, interview and practical task	Essential
	Demonstrable commitment to working within a values-based organisation	Application, interview and practical task	
	Awareness of the effects of discrimination on pupils, parents, colleagues, and policy	Application and interview	Essential
	Well organised and efficient	Application and interview	Essential
	Self-Motivated	Application and interview	Essential
	Aspiration for the future	Application and interview	Essential

