



**Key Stage One Teacher
Busill Jones Primary School**

Candidate Information Pack



Message from the CEO



I am privileged to be the Chief Executive Officer of SHINE Academies. Having been part of the SHINE journey since its inception in January 2015, I am incredibly proud of the progress that has been made by all of our pupils, staff and stakeholders over the years.

Children only get one chance for their primary education. Whilst we all understand the importance of the core subjects, our pupils are much more than a numerical outcome. We strongly believe that all pupils should have an opportunity to find their niche and reach their potential in all areas. This is supported by a steadfast commitment to the arts and sport, as well as opportunities for exploring cultural capital making our pupils exceptional citizens. We have high expectations of our pupils and encourage them to have high aspirations – there should be no ceiling.

I am proud that our schools are recognised as inclusive environments for our pupils, and we pride ourselves on having skilled practitioners to support our diverse communities. Our family support team has broad expertise and the capacity to support our pupils and their families in many areas beyond the classroom, including mental health, bereavement and housing support. We offer a range of opportunities to our pupils, creating a high-quality educational experience, in a safe, creative and exciting learning environment.

I am proud that our schools maintain their own identity and characteristics, whilst joining a MAT that supports the strategy and school improvement journey, alongside the business elements of running an educational establishment, such as finance and HR. SHINE Academies has a mission to grow with likeminded schools joining our Trust, and whilst we have the capacity to support schools that need additional help in key areas, we are small enough to listen and work alongside our Headteachers to ensure support is tailored for their needs. All of our leaders recognise the need to evolve and take mitigated risks in order to ensure our pupils are ready for the challenges of secondary school and beyond.

Strong and robust governance is key to a successful MAT and I am lucky to work with some exceptional individuals who volunteer on our Member, Trust and Local Governing Boards. Each governance function aids the MAT delivery of its strategic objectives and ensures accountability of my role and that of other executive leaders within the MAT.

This is an exciting time to be part of SHINE Academies!

Gemma Draycott
Chief Executive Officer

SHINE
ACADEMIES



Our Values

In 2024, our stakeholders developed a new set of values and a vision for SHINE Academies. These values are our drivers for change within all of our schools, and underpin everything that we do within the trust. We demonstrate working **COLLABORATIVELY**, with **COURAGE** and **COMPASSION** – we support staff and stakeholders to take calculated risks but always remember that children must be at the heart of everything that we do.

No matter the challenge, **SHINE** works **collaboratively** with **courage** and **compassion**, creating a child centered community

We launched our new values at our first Trust Collaboration Day in September 2024, which saw all our schools come together for the first time.

SHINE Academies Trust
Collaboration Day
4th September 2024



Click [here](#) to watch our values video

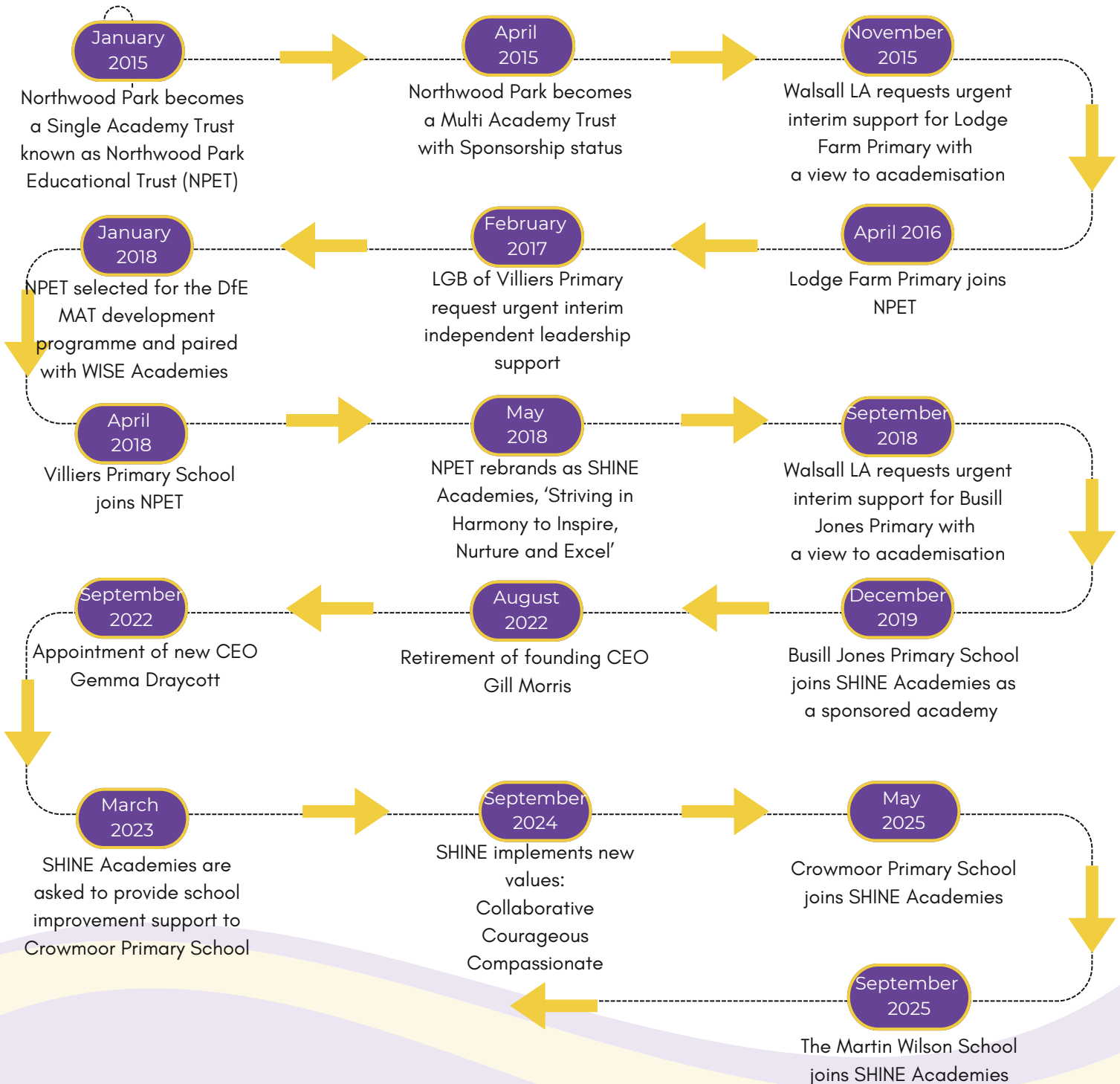
Our Values

Our most recent Trust Day, held on 5th January 2026, focused on our value of Courage. We were inspired by guest speakers Diana Osagie, Stephanie Davies and Matthew Holt, and also heard powerful personal stories from colleagues across the Trust who shared their own experiences of courage. The day also marked a special milestone as we hosted our first-ever SHINE Staff Awards.



We look forward to sharing details of our next Trust Day very soon.

Our Journey So Far



Our Schools

The Trust currently comprises of six schools: Northwood Park Primary School in Bushbury, Lodge Farm Primary School in Willenhall, Villiers Primary School in Bilston, Busill Jones Primary School in Bloxwich, Crowmoor Primary School in Shropshire and The Martin Wilson School in Shropshire. All our schools are large, and therefore progression opportunities are plentiful.

All our schools across SHINE Academies work collaboratively and to the same ethos. Our executive leadership, middle management teams, trust board, and local governing body are compassionate and supportive. Our talented, enthusiastic, and caring pupils are at the center of all that we do, and our staff are proud to be part of the SHINE family.

We recruit highly talented individuals for our schools, which are led by exceptionally talented Headteachers and their teams, who demonstrate a dedication, enthusiasm and commitment to their local community. We recognise talent and develop our staff to be the very best they can be through an intense internal and external CPD programme of support. Our staff and leaders refer to being part of an extended family.

We are proud of our SHINE family of Schools



Employee Benefits

We offer a range of employee benefits, including:



Excellent CPD Opportunities

One term time wellbeing day per year



Lifestyle & Shopping Discounts

Employee Assistance Programme



Generous Occupational Pension Schemes



Your Award-Winning Employee Benefits Provider



Working for SHINE Academies you will have access to our employee benefits platform in partnership with Vivup, a leading and award-winning employee benefits provider



24/7 counselling support, options include telephone, virtual and face to face counselling sessions

Online GP with video and telephone consultation options

Access to health and wellbeing resources such as recipes, podcasts & health assessments

Busill Jones Primary School Message from the Headteacher



Welcome to Busill Jones Primary School, home of the Busill Bees!

Busill is a family and we support each other to be our best. We are very proud to be at the heart of our local community; working together with our families, external agencies, other professionals and community groups to create a bright future for all.

Our children experience an exciting and varied curriculum taught by a dedicated team of staff who go above and beyond to support them. They have a wide range of opportunities to experience the world around them; trips to the theatre, activity weekends, sporting events and competitions are amongst just a few of the ways in which our Busill Bees spread their wings.

We are also very lucky to have such spacious classrooms and fantastic outside spaces to learn and play together. Our well stocked libraries, sensory room, reading sheds, outdoor classroom and even our amazing outdoor firepit ensure there is something for everyone!

Our values underpin everything that we do; Be Positive, Be Respectful and Be Your Best. We live by these values every day, demonstrating what it is to be a Brilliant Busill Bee!

Our Bees leave the hive with the confidence and skills to pursue their dreams, living our values and knowing that they will always be a part of the family.



Our doors are always open, come along and experience the buzz for yourself!

Nicola Bayliss
Headteacher



Job Title:	Class Teacher
Responsible for:	Teaching an assigned class and to be responsible for the day to day work and management of the class and the safety and welfare of the pupils. Staff on M2 and above will also have a whole school area of responsibility.
Responsible to:	The post holder is responsible to the Headteacher for his/her teaching duties and responsibilities and for teaching tasks and (if relevant) for the supervision of the work of a teaching assistant.

Overall purpose of the role

To have responsibility for teaching an assigned class and to be responsible for the day to day work and management of the class and the safety and welfare of the pupils.
This job description may be amended at any time following discussion between the head teacher and member of staff.

Ethics and Professional Conduct

A class teacher should demonstrate consistently high standards of principled and professional conduct. They should uphold and demonstrate the Nolan Principles (Principles of Public Life) and serve in the best interests of the pupils in their care.

Specific responsibilities

- Teachers' Standards is the core document for practising teachers at this school and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school development plan and constitute the framework for the management of the appraisal process in this school.
- Have responsibility for a whole school area that is identified through discussion and allocation from the Headteacher.

Teaching and Learning

- Provide an outstanding role model as a classroom practitioner.
- Secure and sustain effective teaching and learning and assist in evaluating the quality of teaching and standards of pupil achievement, reporting these to the leadership team.
- Monitor and evaluate, in conjunction with other colleagues, the implementation of the curriculum.
- Demonstrate good subject and curriculum knowledge.
- Demonstrate good subject knowledge in specialist areas.
- Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
- Promote good progress and outcomes by pupils.
- Set high expectations which inspire, motivate and challenge pupils.
- Plan and teach well-structure lessons.
- Promote a love of learning and children's intellectual curiosity.
- Impart knowledge and develop understanding through effective use of lesson time.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Teach in a creative, cross curricular way, wherever possible.
- 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.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility in accordance with the school'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.
- Fulfil wider professional responsibilities.
- Be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- Ensure that the school's values and rules are reflected in daily practice.
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- Maintain confidentiality at all times.
- Understand the importance of teaching values.
- Recognise that health and safety is the responsibility of every employee, to take reasonable care of self and others and to comply with the schools health and safety policy.

Knowledge and Understanding

- Have a good knowledge and understanding of current educational theory and research that underpins practice.
- Have a good up to date knowledge of the teaching of specialist subjects, where applicable.
- Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Positively embrace and explore initiatives and projects to improve standards. Use ideas from research, other schools, literature, courses to extend and enrich learning. Encourage and enthuse staff and pupils to explore new ideas and present stimulating activities for broad based learning.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Promote subjects via displays, events, training, themed weeks, parent workshops following school policy.
- Engage in ongoing professional development, action research or projects.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. 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 pupil's 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 pupil's education at different stages of development.
- Demonstrate a critical understanding of development in the subject and curriculum areas and promote the value of scholarship.
- 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.

Assessment and Reporting

- Secure assessment procedures and policy, ensuring the successful strategies for on-going day-to-day assessment are embedded in teaching session.
- Make accurate and productive use of assessment.
- Track, and be accountable for, progress and achievement of pupils.
- Have a good knowledge of how to create and analyse class data and what the data is saying. Using the data to establish areas for development and focus pupils.
- 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 feedback.

Pupil Progress

- 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 pupils.
- Accountable for pupils, attainment, progress and outcomes.
- Guide pupils to reflect on the progress they have made and their emerging needs.

- Demonstrate awareness of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take responsibility and conscientious attitude to their own work and study.

Wider Professional Effectiveness

- 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.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils achievement and well-being.
- Set challenging personal targets/objectives, including those related to the continuous professional development.
- Actively seek and undertake new or difficult challenges, significantly contributing to a whole school ethos of improvement.
- Use inter-personal skills which facilitates effective working relationships with professional colleagues from a range of settings.
- Use the outcomes of professional development to improve teaching and learning.
- Be aware of standards, expectations and initiatives within the school.
- Encourage through example, an efficient school ethos of paced workload and working practices.
- Develop new skills to improve teaching and learning and update knowledge.
- Have thoroughly and successfully taken responsibility for and addressed targets from threshold assessment and performance management.

Professional Characteristics

- Demonstrate consistently high standards of personal and professional conduct.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the 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.
- Show regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Show 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.
- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Strive to be a positive, resourceful member of the staff team, showing flexibility and adaptability.

General Duties

- Perform any reasonable duties as requested by the Headteacher or Senior Leadership Team.
 - Work within the framework of national legislation and in accordance with the provision of the School Teachers Pay and Conditions Documents.
 - In addition, the post is subject to compliance with the National Professional Standards of Teachers.
 - To undertake any other duty or responsibility as specified by the School Teachers' Pay and Conditions Document, Teacher's Standards or Burgundy Book, not mentioned in the above.
- To uphold and demonstrate the SHINE values of Courageous, Compassionate and Collaborative at all times.

Person Specification			
	Essential	Desirable	MOA (Docs, App form, Interview)
Education			
Qualified Teacher Status or Qualified Teacher Learning and Skills Status (QTS, QTLS or ECT).	√		A D
Evidence of relevant continuing professional development.	√		A D
GCSE (or equivalent) in Maths and English (Language) Grade C+/ 4+	√		A D
GCSE (or equivalent) in a Science (Biology, Chemistry and/or Physics or Double Science) Grade C+/Grade 4		√	A D
Knowledge & Experience			
Understanding of multicultural education to ensure that classroom organisation and practices do not discriminate.	√		A I
Knowledge of strategies which are necessary to promote outstanding learning and progress.	√		A I
Knowledge of the National Curriculum	√		A I
Experience of utilising and managing resources in class/school	√		A I
Knowledge and experience of promoting inclusion and of equal opportunities in education		√	A I
Experience of teaching pupils in the 3-11 age range.	√		A I
Skills and Abilities			
Ability to plan and prepare a programme of work for the delivery of the curriculum to children in a particular age range.	√		A I
Ability to select appropriate resources to create a stimulating learning environment.	√		A I
Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.	√		A I
Ability to relate well to parents and encourage their participation in the education process.	√		A I
Ability to assess the progress of individual pupils and maintain appropriate records of achievement.	√		A I
Ability to utilise the potential of ICT in classroom teaching and learning, and for professional purposes.	√		A I
Strong interpersonal, written and oral communication skills.	√		A I
Strong organisational and time-management skills	√		A I
Ability to communicate effectively and confidently with others including parents, governors and other members of staff.	√		A I

The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.	√		A I
Beliefs attitudes and personal attributes			
A shared commitment to a "no excuses" culture with a work ethic and drive to match that of the Trust in improving education and life chances of the communities we serve.	√		I
Have a clear philosophy of education.	√		I
Have an awareness of health & safety in the workplace.	√		I
Have a total commitment to encouraging pupils to do the very best that they can.	√		A I
Be a committed team player.	√		A I
Have a commitment to the equality of opportunity and inclusion.	√		A I
Be well organised and able to work to deadlines.	√		A I
Confidence and self-motivation.	√		I
Optimistic, enthusiastic and flexible.	√		I
Committed and passionate.	√		A I
Values diversity and equality.	√		I
Goal focussed, but willing to adapt to and develop a deep understanding of people and context.	√		I
Willing to take risks and challenge accepted beliefs and behaviours.			I
Other			
This post is subject to an enhanced DBS disclosure.	√		D
The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity.	√		I