



CLASS TEACHER RECRUITMENT INFORMATION PACK SEPTEMBER 2021



'Inspired to be the best that I can be'



**Endeavour
Schools Trust**
Inspired to Excel

Endeavour Schools Trust

The Bungalow
The Vaynor First School
Tennyson Road
Redditch B97 5BL
Tel: 01527 402031
office@endeavourschools.org

Dear Candidate,

Firstly, thank you for considering joining the team at Endeavour Schools Trust.

Our Multi Academy Trust was established in 2013 and is rooted in the principles of school to school working, high quality professional development for staff and in “going further and being better than we have ever been before,” so that all members of our Trust community are truly “inspired to excel.”

I joined Endeavour Schools Trust (formerly Redditch West School Trust) in October 2016 having made a very conscious decision that it was an organisation I would be proud to work for. This is because I passionately believe in the core value of the Trust encapsulated in the words of Helen Keller “Alone we can do so little: together we can do so much.” Collaboration, learning together, aspiration and retaining the unique character of each school within our Trust underpin our values and these resonate with our leaders, governors and staff so that Endeavour Schools Trust is a forward thinking, vibrant place to be.

Fundamentally, we are all driven by the same sense of purpose –to provide our children with the very best opportunities for them to thrive and achieve.

I do hope you find this pack informative and I look forward to hearing from the Head Teacher of the Academy about your application. You will be joining a family that can offer you many opportunities to progress and make a difference to our communities.

Yours sincerely

N J Wright (Mrs)

Executive Head Teacher/CEO



An Academy Trust School

'Inspired to be the best that I can be'

Dear Candidate,

Thank you for taking the time to find out more about The Vaynor First School and expressing an interest in this position.

The Vaynor First School is a proud member of Endeavour Schools Trust, alongside Crabbs Cross Academy and St George's C of E First School. The Vaynor is a happy, friendly and forward thinking school, with a highly skilled and dedicated team of teachers and support staff, who thrive in a culture where they collaborate with and learn from one another. Here at The Vaynor, we value the contribution every member of our team brings to our school, which makes it a happy and harmonious place to both work and learn. Our children are at the heart of all that we do. We want the very best for every child in our care and aim to inspire each of them to be the best that they can be, which is the motto of our school.

We provide a warm, nurturing environment where children thrive in both their learning and development. We give our children a great quality of education that develops within them a happy and healthy body, mind and soul. This prepares them well for the next stage of their education, resulting in academic outcomes above national figures, whilst fostering within them compassion for one another and the world around them.

Our positive reputation reflects our drive to shape inspirational learning for our children to engage and inspire inquisitive minds. By staying true to our core values we provide a sense of belonging and aspiration for all, to enable our children to grow as citizens of our community, country and the wider world in which they live. Through our innovative and engaging curriculum we truly live our Endeavour Schools Trust motto "Inspired to excel". Please take the opportunity to come to visit our school to talk to staff and pupils, view our learning environments for yourself, and consider whether The Vaynor First School could be your next professional home.

Yours sincerely,

Sallyanne Dunstan

Headteacher

ENDEAVOUR SCHOOLS TRUST

All staff across the Trust enjoy the support and challenge offered through cross school working. Colleagues regularly visit and work with their counterparts in other schools and seek out innovative ideas that are making a difference within other areas of the Trust. The numbers of schools in our Trust offers opportunities for career progression for our staff, whilst still remaining small enough for each member of staff to remain a valued individual personally known by our CEO.

STAFFING The Vaynor First School

Number of Teachers - 21

Number of Teaching Assistants - 17

Other Support Staff – 26

STAFF IN OUR TRUST

Number of Teachers - 47

Number of Teaching Assistants - 46

Other Support Staff - 46

ACCOMODATION AND RESOURCES

The Trust is well resourced and is continually using its healthy finances to develop and improve the school accommodation and resources.

PUPILS

We are most fortunate in the skills, talents and qualities our children possess. Their responsive nature, and willingness to learn and succeed, provide an inspiring teaching and learning environment. The support that classroom staff, and the children receive from our specialist support staff is second to none, with several of our schools achieving national recognition for their innovative strategies to support pupils and families who have found accessing school more challenging. (AfA Lead School Status and Quality Mark)

JOB DESCRIPTION

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Job Title	Key Stage 1 or 2 Class Teacher	School/Trust	The Vaynor First School
Pay Band	MPS 1 - 6	Responsible To	Headteacher and local governing body
Salary	£25,714- £36,961	Responsible For	Curriculum area to be agreed
Trust/School Values and Mission		Success Measures – to be agreed with the post holder annually	
<p>Our ambition for the Trust is to “go further and be better than we have ever been before” - our Trust vision statement “Inspired to Excel” encapsulates this. The aim which underpins this is our driver, which is “From good to great.”</p> <p>At The Vaynor First School our school motto <i>'Inspired to be the best that I can be'</i>, encapsulates the vision for our children and our team alike.</p> <p>At The Vaynor First School, our children understand this to be :</p> <ul style="list-style-type: none"> • To do my very best each day • To be proud of myself and the choices I make • To be a great learner by using my superpowers • To value each other and our world • To have a healthy body and mind to face any challenge 		<p>Performance Management targets to be agreed on commencement.</p>	
Main Purpose of the Post			
<ul style="list-style-type: none"> • To carry out the professional duties of teaching a designated group of pupils, and to promote their general progress and wellbeing. • To provide leadership in the development of a subject or area of school life (<i>to be agreed</i>) 			

Specific Responsibilities and Tasks

This job description is to be performed in accordance with the attached provisions of the School Teacher's Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post-holder's title and salary grade. The full document is available for inspection on the DFE website.

Teaching and Learning

- Provide creative and imaginative learning experiences for pupils through teaching that is at least good and often outstanding, liaising with the class teacher to provide a seamless experience.
- Liaise with colleagues to plan and deliver a personalised curriculum that meets the need of all pupils underpinned by the Curriculum stage expectations.
- Work alongside teaching assistants and the Inclusion Manager to meet the needs of all children.
- Set targets for pupil attainment levels and share with parents in line with the school policy.
- Set work for absent pupils as required by the Headteacher.
- Demonstrate good practice in the area of responsibility, being an exemplar to others.

Assessing and reporting

- Plan observations to assess pupil progress and record using IT systems.
- Record pupil achievements through positive verbal feedback, marking work, providing targets and feedback in line with school policy.
- Share lesson evaluations with colleagues in the Year group and Teaching Assistants to create well planned, targeted learning provision for all pupils.
- Report to parents in written form in line with school policy. In addition, discuss pupils progress at other times verbally e.g. at parents' evenings, informally if parents or yourself are concerned, or at SEN consultation meetings.
- Work within the Code of Practice relating to Special Educational Needs in line with school policy.

Leadership and Management

- Support the Headteacher and other Senior Leaders.
- Lead the (*subject area to be agreed*), including managing the relevant budgets.
- Be innovative and creative in leadership, continuing to keep oneself up to date in teaching and leadership areas through personal research, networking and actively taking part in staff development activities, leading CPD for others in line with SDP and relevant action plans.
- Provide support and guidance for others within the area of responsibility.
- Monitor standards in your areas of responsibility, providing written or verbal reports to the Headteacher and Governors as required. Feed back to other staff so they understand what they need to do to improve. Review progress for impact of initiatives.

Standards and Quality Assurance

- To fulfil the moral and statutory responsibility to safeguard and promote the welfare of all children.
- Support the aims and ethos of the school.
- Set a good example in terms of punctuality and attendance.

- Attend and participate in events such as open evenings, induction events and pupil’s performances.
- Actively support school policies on uniform and behaviour.
- Actively engage in continuing professional development, sharing new knowledge and putting it into action in school as appropriate.
- Participate in team and staff meetings.
- To actively support the wider school context.
- Develop links with the Governing Body, schools within our network and the Local Authority.

Notes

The Trust reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Reasonable adjustments will be considered as required by the Disability Discrimination Act.

The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust’s Equal Opportunities Policy.

Endeavour Schools Trust and the schools within the Trust are committed to a number of principles and adhering to legislation which include the Safeguarding of Children, Health and Safety, Data Protection, Confidentiality and employment legislation.

Policies relating to your employment are available on the Endeavour Schools Trust Team Site in Office 365 and it is expected that you will familiarize yourself and adhere to these policies.

Academic Year of Review		
Signature of Line Manager	Signature of Post Holder	
Date Signed	Date Signed	

KEY STAGE 1 CLASS TEACHER PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	<i>For Interview Panel Use Only</i>	
	<i>The candidate MUST be able to demonstrate that they have the experience and/or ability to deliver the following:</i>	<i>The candidate MAY be able to demonstrate that they have the experience and/or ability to deliver the following:</i>	<i>Where evidence to be sought</i>	<i>Score 1 for evidence met</i>
Safeguarding	To fulfil the moral responsibility to safeguard and promote the welfare of all children.		Application Form Interview Task Lesson observation	•
Professional Qualifications	Relevant degree QTS Evidence of CPD	Further relevant training post degree	Application form Original documents at interview	•
Experience, Skills, Abilities and Competencies	<ul style="list-style-type: none"> Teaching experience across KS1. Evidence of creative curriculum planning that enthuses and engages pupils in learning. Post NQT should have proven and successful experience of coordinating a subject area, policy formation for that subject, subject action planning, including management of budget and resources. 	<ul style="list-style-type: none"> Teaching experience in EYFS or Y3. Experience of successful OFSTED inspection. Experience of engaging others in moving towards a shared philosophy + vision within a subject. 	Application Form Interview Lesson observation Task	•

	<ul style="list-style-type: none"> • Significant contribution to raising standards of pupil achievement and attainment of all abilities within class, identifying barriers and how to overcome them. • Practical and working use of National Curriculum and statutory assessment; proven accuracy of assessment. • Competence and demonstrates effective use of a wide range of IT software and ability to use unfamiliar software without extensive support and training. • Be a consistently good teacher with classroom practice that challenges and inspires, ensuring good progress for all learners. • To have a clear philosophy and understanding of how children learn. • Proven ability to work with small groups/ individuals, having significant impact. • Successful class teacher showing commitment to both academic and safeguarding of pupils; holds full safeguarding clearance (CRB/DBS). • Strong organisational skills. 	<ul style="list-style-type: none"> • Strength in Computing, Music, MFL and Religious Education. • Significant contribution to raising standards of pupil achievement across a subject area. • Clear understanding of the new curriculum design and OFSTED framework and experience leading a 'deep dive' during an Ofsted inspection. • Analysing data and identifying next steps, using this to lead others to improvement wider than own class, monitoring impact. Experience of using SIMS, Office 365. • To have secure understanding of EYFS philosophy and assessment framework. 		
Qualities	<ul style="list-style-type: none"> • Confidence and strong communication skills. • Proven record of strong relationships with children and parents. • High expectations of self and pupils. • Works collaboratively and supportively with colleagues within school and those in other organisations. • Respects and values the different experiences, ideas and backgrounds others can bring to work and to teams. • Ability to be flexible and to meet changing needs with a smile. 	<ul style="list-style-type: none"> • Experience of undertaking formal presentations to the parental community and Governors. 	Application Form Interview	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • Self-motivated and hardworking with the ability to work well under pressure. • Appreciation of the extended life of the school and a commitment to putting this into practice. • A supportive and positive approach to discipline providing a strong role model to others. • Ability to create new systems and processes that promote efficiency and user interaction and response. 			
Other	Willingness to undertake a full DBS Check			

KEY STAGE 2 CLASS TEACHER PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	<i>For Interview Panel Use Only</i>	
	<i>The candidate <u>MUST</u> be able to demonstrate that they have the experience and/or ability to deliver the following:</i>	<i>The candidate <u>MAY</u> be able to demonstrate that they have the experience and/or ability to deliver the following:</i>	<i>Where evidence to be sought</i>	<i>Score 1 for evidence met</i>
Safeguarding	To fulfil the moral responsibility to safeguard and promote the welfare of all children.		Application Form Interview Task Lesson observation	•
Professional Qualifications	Relevant degree QTS Evidence of CPD	Further relevant training post degree	Application form Original documents at interview	•
Experience, Skills, Abilities	<ul style="list-style-type: none"> • Teaching experience across KS2. 	<ul style="list-style-type: none"> • Teaching experience in Y2 or Y6. 	Application Form Interview Lesson observation	•

<p>and Competencies</p>	<ul style="list-style-type: none"> • Evidence of creative curriculum planning that enthuses and engages pupils in learning. • Post NQT should have proven and successful experience of coordinating a subject area, policy formation for that subject, subject action planning, including management of budget and resources. • Significant contribution to raising standards of pupil achievement and attainment of all abilities within class, identifying barriers and how to overcome them. • Practical and working use of National Curriculum and statutory assessment; proven accuracy of assessment. • Competence and demonstrates effective use of a wide range of IT software and ability to use unfamiliar software without extensive support and training. • Be a consistently good teacher with classroom practice that challenges and inspires, ensuring good progress for all learners. • To have a clear philosophy and understanding of how children learn. • Proven ability to work with small groups/ individuals, having significant impact. • Successful class teacher showing commitment to both academic and safeguarding of pupils; holds full safeguarding clearance (CRB/DBS). • Strong organisational skills. 	<ul style="list-style-type: none"> • Experience of successful OFSTED inspection. • Experience of engaging others in moving towards a shared philosophy + vision within a subject. • Strength in Computing, Music, MFL and Religious Education. • Significant contribution to raising standards of pupil achievement across a subject area. • Clear understanding of the new curriculum design and OFSTED framework and experience leading a 'deep dive' during an Ofsted inspection. • Analysing data and identifying next steps, using this to lead others to improvement wider than own class, monitoring impact. Experience of using SIMS, Office 365. 	<p>Task</p>	
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Qualities	<ul style="list-style-type: none"> • Confidence and strong communication skills. • Proven record of building strong relationships with children and parents. • High expectations of self and pupils. • Works collaboratively and supportively with colleagues within school and those in other organisations. • Respects and values the different experiences, ideas and backgrounds others can bring to work and to teams. • Ability to be flexible and to meet changing needs with a smile. • Self-motivated and hardworking with the ability to work well under pressure. • Appreciation of the extended life of the school and a commitment to putting this into practice. • A supportive and positive approach to discipline providing a strong role model to others. • Ability to create new systems and processes that promote efficiency and user interaction and response. 	<ul style="list-style-type: none"> • Experience of undertaking formal presentations to the parental community and Governors. 	Application Form Interview	<ul style="list-style-type: none"> •
Other	Willingness to undertake a full DBS Check			

CONTINUITY OF SERVICE (please see below an extract from the Trust's pay policy)

19.1 For purposes of establishing statutory employment rights, e.g. relating to probationary period or dismissal, the date of continuous employment will be the start date with the Trust. Where a member of staff takes additional roles/contracts with the Trust, the start date of these contracts will apply as the date of continuous service for establishing statutory employment rights.

19.2 Previous unbroken continuous service with an organisation covered by the Redundancy Payments (Local Government) (Modification) Orders (as amended) (which covers local authorities and related bodies) will be included in calculating redundancy entitlements. For the purpose of Annual Leave, Occupational Sickness Scheme and Occupational Maternity Pay Scheme, the date of continuous employment will be the start date with the Trust.

SALARY –

Mainscale 1-6 Full time salary £25,714 - £36,961 pro rata term time only + 5 TEDS,

WORKING DAYS –

The working days on commencement will be Monday to Friday. These arrangements may change, and you will be advised of any changes. You should note that there is no guarantee that you will be able to work the same day or days or periods throughout the contract however this will be discussed with you at the time.

START DATE

The closing date for the position will be 9am Friday 21st May and we are looking to recruit the new candidate by 1st September 2021. Please note this is subject to pre-employment clearances including a satisfactory enhanced DBS having been completed.

CONTRACT

This post is a fixed term full time contract in the first instance until August 31st 2022.

MAKING AN APPLICATION

Applicants should complete the Trust's application form, which includes the names and telephone numbers of two referees. These documents should reach The Vaynor First School by no later than 9am on Friday 21st May 2021. Late applications and applications not on the Trust's application form will not be accepted. There will be an opportunity for short listed applicants to review the school (subject to COVID-19 restrictions).

Applications can be posted or delivered in person to The Vaynor First School or emailed to office@vfs.endeavourschools.org

Applicants should consider whilst completing their application form that the details they provide will be used for shortlisting. You should therefore ensure that you have given examples of your experience and knowledge that demonstrate your ability to undertake the requirements of the job description and, in particular, at least all attributes in the essential column of the person specification. This information will help the Trust to ensure that equality of opportunity is extended to all applicants.

REFERENCES

References given in respect of posts in education are exempt from GDPR and are requested in confidence. Applicants should be aware that as such, no references will be shared with applicants however, these references will be used to verify information from your application and any anomalies followed up at interview.

RECRUITMENT MONITORING

Within the application form is a link to an online form where the Central Team of Endeavour Schools Trust collate information for recruitment monitoring including ethnicity, age, disability and the advertising medium that you became aware of the post you are applying for. This information will be collected by the Central Team for reporting to the Trust Board annually and then destroyed. No member of the interview panel will be aware of any information that you give in this form. Whilst completion of this form is voluntary we would urge you to complete this to be able to truly report information to the Trust Board without bias.

RETENTION OF APPLICATION INFORMATION

Any information that you supply as part of your application and any documents that are created by the School as part of the recruitment process may be kept in hard copy and electronically for 6 months from the date of interview. All records for unsuccessful applicants will be destroyed after that time.

POLICY STATEMENT ON RECRUITING APPLICANTS WITH CRIMINAL CONVICTIONS

The post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore applicants shortlisted for interview will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

For further information on filtering please refer to Nacro [guidance](#) and DBS [website](#).

We recognise the contribution that former or ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not, in itself, debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to the role and which do not make them a risk in the role for which they are applying

INTERVIEW ARRANGEMENTS

All applications will be reviewed on receipt and shortlisted candidates will be notified on 21st May 2021. Interviews will take place on the 25th May 2021. Please note, we reserve the right to interview prior to this date should it be suitable for all parties. Due to the high volume of applications that the Trust receives only shortlisted candidates will be contacted. If we do not shortlist you, we wish you every success in the future.



We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:

- A) An enhanced DBS disclosure;
- B) Checks of professional status (EWC; QTS etc.)
- C) Confirmation of professional qualifications
- D) Receipt of strong references (if not already received by the time of interview); and
- E) Medical clearance

2. We only accept applications completed on the application form you have received along with this statement. Please do not send CVs or open testimonials/references.

3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.

4. The Referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.

5. When seeking references, we will request information about your suitability to work with children.

6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.