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**Letter from Catherine Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**CEO**

# Our Cornerstones and Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**KS2 Class Teacher at Garden City Academy, Radburn Way, Letchworth Garden City, Hertfordshire**

Garden City Academy is part of the REAch2 family of Schools, and we are looking to appoint **two** enthusiastic and innovative

**KS2 Teachers** to work in **Year 4** and **Year 5 .** They will join our collaborative and growing Academy team. We will consider full-time or part-time candidates.

At Garden City Academy there’s a real opportunity to be a pioneer in new ways of educating tomorrows generation. We want to provide the highest standard of education for our pupils, and we are looking for talented and committed Teacher to join us on this journey. Garden City Academy, like many REAch2 schools, serves an area facing economic challenges. This underscores the importance of having a unique and empathetic staff. We embrace the daily challenges encountered by our schools and colleagues and are here to support them in everything that they do.

We offer:

* Dynamic leadership that values your contribution.
* Specialised support teams focused on behaviour, curriculum, and SEN.
* Personalised mentoring to help you grow in your role.
* A supportive environment where you're never alone in facing obstacles.
* Generous support from our two, on-site, Thrive Practitioners.
* Opportunities to learn about best practice in managing pupil behaviour in the classroom.
* Comprehensive training to equip you with the skills you need.
* Opportunities for professional development and advancement.
* A chance to be part of a community that embraces challenges as opportunities for growth.

So, why join us? You’ll be working for a trust that understands the day-to-day challenges or working in tough schools and embraces them. We have a growing education community here at Garden City Academy, that will help you move forward in your career and learn at a lighting speed.

**We need:**

A **Year Four and a Year Five** class teacher, with high expectations of all pupils, who can engage and inspire the learning behaviours that will support all in achieving their best. It is anticipated that the successful candidate will teach this class, following and assisting them, through to the end of year six. This is a really exciting opportunity to support and teach a class until the end of their primary schooling.

**So, if you are:**

• An excellent practitioner, keen to work in a supportive school.

• Driven by a strong moral purpose to enable all children to achieve.

• Passionate about creativity and has an excellent sense of humour.

• Warm in character, easy to work with and committed to teamwork, recognising that more can be achieved together than is possible as individuals.

• A professional who values wellbeing but unafraid of hard work.

• Calm and able to handle pressure and setbacks with a smile.

• Keen to be challenged to become the best you can be.

• Determined to succeed with a ‘find a way or make one!’ attitude.

Why not come and see us! You’ll be able to see the school environment first hand, ask any questions that you might have.

**Background Information about the School**

At Garden City Academy our primary aim is to ensure that every member of the school community feels included, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We have high expectations of all our pupils and support each child to fulfill their full potential and be the best they can be. Our school motto is 'Believe and Achieve', something which is embedded in our everyday ethos.

At our school we firmly believe in the importance of forming relationships between parents, carers and the school. To achieve the best results it is vital that there is close co-operation and communications between home and school.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Garden City Academy](https://www.gardencityacademy.co.uk/)

As a member of the REAch2 Trust, a national family of primary academies, Garden City Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Garden City Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

# The application

You are invited to submit an application form to **Samantha Ruck, Headteacher** by email [**recruitment@reach2.org**](mailto:recruitment@reach2.org)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact the school office using 01462 621800.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Thursday 2nd May 2024 at 12pm (midday) |
| **School visits:** | Welcome, please contact the school office |
| **Interviews:** | TBC with shortlisted candidates |
| **Contract details:** | Permanent, full- time or part-time |
| **Salary:** | M1 – M6 £30,000 to £41,333 FTE |
| **Start date:** | September 2024 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

|  |  |
| --- | --- |
| Job Title | KS2 Teacher – Year 4 and Year 5 |
| Pay Scale | Main Pay Scale – M1 to M6 £30,000 to £41,333 |
| Responsible to | Headteacer |

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Duties:** To carry out all the professional duties of a teacher as set out in The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain duties are reasonably required to be exercised and completed in a satisfactory manner.

**Responsible for:**

* Supporting the vision, ethos and policies of the school and promoting high levels of achievement in KS2.
* Supporting the creation and implementation of the school improvement plan, particularly where it relates to KS2.
* To continue to meet the required Standards for Qualified Teacher Status.
* To provide an effective, stimulating and well organised classroom and be an enthusiastic teacher, whose classroom practice demonstrates ability to help children achieve success.
* Evaluating the effectiveness of the provision in KS2 in close collaboration with the leadership team.
* Organising and managing teaching and learning in KS2.
* The development and monitoring of the curriculum provision.
* Supporting the Headteacher in the monitoring of the quality of teaching and children’s achievements, including the analysis of KS2 data.
* The pastoral care of children, promoting independence and good behaviour, in accordance with school policies.
* Ensuring that parents are fully involved in their child’s learning and development and well-informed about the KS2 curriculum, their child’s individual targets, progress and achievement.
* Developing the use of new and emerging technologies and techniques within the classroom.
* Responsible for creating and maintaining a secure and safe environment for the staff and students and for ensuring that all safeguarding and child protection procedures are adhered to.

**Teaching and Learning and assessment**

Be an effective and professional class teacher by demonstrating good practice in:

1. planning for effective learning by using clear learning goals and activities appropriate to the subject matter and the children being taught
2. providing clear structures for lessons, and for sequences of lessons, which ensure progression, pace and challenge
3. assessing and recording children’s progress systematically with reference to the school’s agreed practice and use this to inform planning
4. marking and monitoring work, providing effective feedback and setting targets for future progress
5. using teaching methods which sustain the momentum of children’s work and keep all children engaged maintaining a purposeful working atmosphere
6. setting high expectations for children’s behaviour, establishing and maintaining a good standard of discipline
7. establishing a safe environment where respect and positive relationships flourish
8. creating a stimulating and interesting classroom where curiosity, questioning and exploration are encouraged
9. creating opportunities for co-operative working and for developing independence
10. make appropriate educational provision for children with SEND, Gifted and those learning with EAL, with support from the SENDCO

* Implement and keep records of individual progress on learning or behaviour targets for pupils in line with the SEND Code of Practice
* Provide for the spiritual, moral, cultural, emotional and physical welfare of children.
* Select and make use of ICT skills for classroom and management support
* Be sensitive to issues relating to cultural considerations and equal opportunities and to ensure that appropriate action is taken to reduce and remove any inequalities that are identified
* To take responsibility for other adults in the classroom ensuring they are effectively used to support the children’s learning
* Undertake any other reasonable and relevant duties in accordance with the changing needs of the school
* Work closely with colleagues to undertake medium- and short-term planning and the implementation of agreed Schemes of Work
* Ensure Health and Safety policies and practices including risk assessments, are implemented where appropriate

**Monitoring, Assessment, Recording, Reporting**

* Assess how well learning objectives (WALTs) have been achieved and us them to improve specific aspects of teaching.
* Provide feedback for pupils and set targets together for progress.
* Assess and record pupils’ progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
* Prepare and present informative reports to parents.
* Curriculum Development.
* Contribute to team responsibility for a subject or aspect of the school’s work and develop plans which identify clear targets and success criteria for its development and/or maintenance.
* Contribute to the whole school’s development activities.

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the duties as set out above.**

# Person Specification

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be short listed, and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

|  |  |  |  |
| --- | --- | --- | --- |
| **Factors** | **Essential** | **Desirable** | **Measured By** |
| **Qualifications & Skills** |  |  |  |
| Qualified Teacher Status, DfE number | Essential |  | A |
| Have relevant training | Essential |  | A |
| Clear communication/questioning skills – precise approach to written communication | Essential |  | O I A |
| ICT competent – Able to use IWB | Essential |  | O |
| Able to inspire children’s interest in learning | Essential |  | O |
| A full Enhanced Disclosure from the Disclosure and Barring Service | Essential |  | A I |
| **Special Knowledge, Abilities and/or Experience** |  |  |  |
| Knowledge of strategies to support learning, progress and standards across the curriculum in KS2 – evidence of impact on progress | Essential |  | A R O I |
| Knowledge of how ICT can be used to support/ enrich learning | Essential |  | A |
| Experience of teaching in KS2, KS2 or KS2 | Essential |  | A O I |
| Effective classroom management skills – able to provide an effective environment for learning | Essential |  | O |
| Clear understanding of the role of assessment in the development of learning | Essential |  | A O I |
| Successful record of teaching within primary | Essential |  | A O I R |
| Awareness of national trends and developments | Essential |  | A I |
| Understand the importance of safeguarding | Essential |  | A I R |
| Evidence of commitment to personal and professional development | Essential |  | A I |
| **Personal Qualities** |  |  |  |
| Flexibility of approach | Essential |  | R |
| Excellent organisational skills | Essential |  | O R I |
| Supportive – able to work as part of a team | Essential |  | R |
| Able to respond to and seek advice | Essential |  | R |
| Ability to work under pressure while maintaining a cheerful disposition | Essential |  | A O I |
| **Interest & Motivation in the Role** |  |  |  |
| Enthusiasm for children’s learning | Essential |  | O I R A |
| A commitment to the integration of children with SEN in mainstream school environment | Essential |  | O I A |
| A willingness to contribute to all areas of school life | Essential |  | A R I |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** | | | |

All staff are expected to understand and be committed and to contribute to Trust’s commitment to Equal Opportunities for all.