



EYFS or Key Stage 1 Teacher

Pennyman Primary Academy

Job Ref: PPA071



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WELCOME LETTER FROM THE TRUST



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Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

Katrina Morley

Chief Executive Officer and Executive Head Teacher of Pennyman Primary Academy

EYFS or Key Stage 1 Teacher

Pennyman Primary Academy

Status: Permanent

Required: September 2019

Salary: M1-UPS3

Hours: Full time

Reporting to: Head Teacher/Executive Head Teacher

Academy: Pennyman Primary Academy



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Pennyman Primary Academy is pleased to be able to appoint an enthusiastic and committed EYFS or Key Stage 1 Teacher to join the academy as part of Tees Valley Education Multi Academy Trust. Pennyman Primary is a vibrant, creative and forward looking academy keen to employ an outstanding and passionate EYFS or KS1 practitioner.

We are looking for an innovative and inspirational teacher who can share best practice in teaching. Additionally, we would like someone who positively promotes inclusion, has high expectations for all children and has a good knowledge of the EYFS and/or KS1 curriculum and assessment.

Pennyman will provide:

- An excellent learning environment for children with a strong community ethos
- The opportunity to work in a flagship school within a trust, where staff are valued and treated with respect
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all of our pupils
- Dedicated pupils who love coming to the academy and are encouraged to be the best they can be
- An enthusiastic and supportive Head Teacher, Executive Head Teacher and Senior Leadership Team who put the interests of the children first and are committed to the continual improvement of the academy
- A passionate and high performing team of professionals, including SLEs, across the trust to learn from and contribute to
- An opportunity to be part of working parties across the school and the trust within your areas of interest
- Career enhancement opportunities within areas of interest including leadership opportunities

Tees Valley Education Multi Academy Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

Visits to the academy are strongly encouraged and can be arranged by appointment with the academy office on the following dates: **Wednesday 6th March at 9.30am and 4.00pm, Tuesday 12th March 1.30pm, Thursday 14th March at 4.00pm.**

Closing Date: Monday 18th March at 4.00pm

Shortlisting: Tuesday 19th March

Interview Date: Tuesday 26th March

Location: Pennyman Primary Academy

Hand written or electronic printed copies of the Tees Valley Education application form should be posted or hand delivered to the following address for the attention of Mrs Kate Barkley, Head Teacher. Please be aware that if you are sending your application by e-mail, the Trust cannot be responsible for any formatting anomalies when printing. **Please state if you have a preference for EYFS or KS1 in your application.**

By post: Tees Valley Education, Pennyman Primary Academy, Fulbeck Road, Middlesbrough TS3 0QS.

By E-mail: recruitment@tved.org.uk

If you have any queries about the position or the academy and the trust, please do not hesitate to contact the academy direct on 01642 314750 or e-mail pennyman@teesvalleyeducation.co.uk

JOB DESCRIPTION – CLASSROOM TEACHER

To carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document. To meet the required standards for Qualified Teacher Status and having regard for the curriculum of the academy: to teach children within the primary age range, according to their educational need. This includes all necessary professional duties of planning, preparing lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you. To contribute and participate in the team working ethos of the academy and maintains the positive ethos and core values of the academy, both inside and outside of the classroom.

PLANNING, TEACHING AND CLASS MANAGEMENT

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Planning and delivering the teaching programme for all pupils within the class in relation the National Curriculum, PSHE and Citizenship, and the Agreed Syllabus for Religious Education with regard for the academy's aim statement, own policies and schemes of work.
- Providing clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks.
- Setting clear targets, building on prior attainment.
- Identifying key marginal and very able pupils.
- Making effective use of assessment information on pupil's attainment and progress in planning future lessons.
- Maintaining good order and discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework.
- Using a variety of teaching pedagogy and learning styles to:
 - Keep all pupils engaged
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - Use effective questioning, listen carefully to pupils, and give attention to errors and misconceptions
- Select appropriate learning resources and develop study skills through library, ICT and other sources.
- Evaluate own teaching critically to improve effectiveness.
- Ensure the effective and efficient deployment of classroom support.
- Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- Provide a stimulating, organised classroom environment, where resources can be accessed appropriately by all pupils.

MONITORING, ASSESSMENT, RECORDING, REPORTING

- Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
- Mark and monitor classwork and homework, providing constructive feedback and setting targets for future progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses in order to recognise the level at which the pupil is achieving.
- Prepare and present informative reports on the development, progress and attainment of pupils to the principal and/or parents as required.

OTHER GENERAL PROFESSIONAL REQUIREMENTS

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy and Trust.
- Know subject(s) or specialism(s) to enable effective teaching.

- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to the Every Child Matters agenda.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events within the Trust
- Take responsibility for own professional development and duties in relation to academy and Trust policies and practices.
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers.
- To set a good example in terms of personal presentation, punctuality and attendance.

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the Trust.

The job holder may be required to undertake additional training e.g. first aid, Positive Handling.

Experience	A secure understanding of Assessment for Learning (AfL) and the impact on progress.
Qualifications/Training	Degree or relevant qualification and experience. Qualified Teacher Status.
Knowledge/Skills	An understanding of the current National Curriculum. A broad understanding of the curriculum and creative opportunities for cross curricular learning. A sound understanding of strategies to support all children's learning. The use of a variety of techniques for assessment for learning in order to impact positively on children's progress. Outstanding organisational skills with the ability to self-direct as well as work successfully within a team. Excellent behaviour management strategies. A commitment to further professional development. Excellent interpersonal skills. Flexible and adaptable. Ability to inspire and motivate all children to learn and reach their full potential. Tenacity, enthusiasm and drive.

Important: In the first instance, applications are assessed against the following criteria:

*overall presentation *use of standard English *grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/D
Degree or relevant qualification and experience.	A	E
Qualified Teacher Status.	A	E
Proven EYFS and/or KS1 teaching experience	A	E
Experience of skills outside of teaching.	A, I, R	D
Postgraduate qualifications and / or a willingness to undertake them.	A, I	D
Positive Handling trained or a willingness to undertake it.	A, I	D
EXPERIENCE		
A secure understanding of Assessment for Learning (AfL) and the impact on progress.	A, I, R	E
Evidence of outstanding teaching and impact on progress of all learners across EYFS and/or Key Stage 1	A, I, R	D
Creative skills and talents.	A, I, R	D
KNOWLEDGE, ABILITIES AND SKILLS		
An understanding of the current National Curriculum.	A, I	E
A sound understanding of strategies to support all children's learning.	A, I, R	E
The use of a variety of techniques for assessment for learning in order to impact positively on children's progress.	A, I, R	E
Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.	A, I, R	E
Excellent behaviour management strategies.	I, R	E
A commitment to further professional development.	A, I	E
Excellent interpersonal skills.	I, R	E
Flexible and adaptable.	A, I, R	E
Ability to inspire and motivate all children to learn and reach their full potential.	A, I, R	E
Tenacity, enthusiasm and drive.	A, I, R	E
Ability to/willingness to contribute to the whole school context (including INSET).	A, I, R	D
An understanding of and working knowledge of the needs of children with SEND.	A, I, R	D
The ability to work productively and positively with a range of colleagues both internally and externally.	A, I, R	D
Evidence of continued professional development.	A	D
The willingness to undertake Positive Handling training and implement it within school.	A	D

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference E – Essential D – Desirable

SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Working Together to Safeguard Children DfE 2018

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking checking details with the Disclosure and Barring Service.

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

As part of the DBS application and as a form of identification, all candidates invited to interview must bring the following documents:

Route 1 – 3 documents (at least 1 must be from Group 1, the other 2 can be from any group)

Route 2 – 3 documents (1 from Group 2a and 2 from 2a or 2b, plus External ID check)

One document must confirm the applicant's date of birth and another confirm the current address. In addition to the above, if you are successful, you will be required to conduct an external ID check (this is an automated process completed online).

Route 3 – 5 documents (birth certificate and 4 other documents - 1 from 2a and 3 from Group 2a or 2b)

One document must confirm the applicant's current address

Group 1 – Primary Identity Documents	
Current valid passport (UK or overseas)	Biometric Residence Permit (UK)
Current driving licence - photocard & counterpart (where applicable). (UK, Isle of Man, Channel Islands and EU – full or provisional)	Birth certificate – issued at time of birth (UK, Channel Islands – including those issued by UK authorities overseas)
Adoption Certificate (UK & Channel Islands)	
Group 2a – Trusted Government Documents	
Current driving licence - photocard (UK and overseas)	Current driving licence – paper (UK and EU)
Birth certificate – issued any time after birth (UK & Channel Islands)	Marriage/civil partnership certificate (UK & Channel Islands)
Fire Arms Licence (UK & Channel Islands)	HM Forces ID Card (UK)
Group 2b – Financial & Social history documents	
Mortgage statement (UK or EEA)	P45/60 Statement
Bank/Building Society Statement (UK)	Council Tax statement
Credit Card Statement (UK or EEA)	Work Permit/Visa (UK)
Financial Statement, eg Pension, investments (UK)	Sponsorship letter from employer (outside UK)
Benefit statement, eg child allowance, pension (UK)	Utility Bill
EU National ID card	Cards carrying PASS accreditation logo
Letter from Head Teacher or Principal	
A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK & Channel Islands), eg from the Department for Work and Pensions, the Employment Service, HMRC, Job Centre, Social Security, etc.	
ID validation must be attempted in order. If you are unable to validate via Route 1, move to Route 2, if unable to validate Route 2, move to Route 3.	

Failure to meet any of the above routes may mean that you will be sent for fingerprinting by the Police which you should be aware is likely to cause delay to the DBS application process and subsequently the recruitment process.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

General Data Protection Regulation

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.

HOW TO APPLY

To apply please complete the Tees Valley Education application form. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Applying:

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