



Bennet Canfield, Little Canfield, Dunmow, Essex, CM6 1YE

Class Teacher Recruitment Pack September 2020



Welcome Messages

A message from John Clements, CEO, The Learning Partnership Trust

Dear Colleague,

We are delighted you have shown interest in applying for the post of Class teacher at Takeley Primary School.

Whilst Takeley Primary has been part of our locality cluster for many years I became more fully involved with Takeley Primary after the Ofsted 2014, first as an NLE and Executive Headteacher, and more recently, as Head Teacher of a partner school and CEO of The Learning Partnership Trust.

The DfE states clearly that schools that slip and take their eye off the ball will become academies and need sponsoring. We chose at that time to stay with them for the long term and began the process of converting to an academy ourselves to support. A second, newly opening school, Roseacres Primary, also in Takeley, joined us in September 2015.

With the Trust having a vision for a small family of outstanding primary schools serving the local community we certainly aim to create a community of schools able to strengthen and sustain the quality of education we provide for our pupils through effective collaboration, whilst retaining our own individual ethos and approaches.

As you can see the trust itself is fairly new and still establishing the systems as well as working hard to create a sense of collective identity and responsibility. However, what is very clear is that the potential for the Trust and Takeley School is immense.

Together we are a powerful team and the aim is that once we have established ourselves as three strong schools and partnership we will move forward again to our next phase.

It is our stated intention, in time, to become a recognise hub of great practice in the key areas stated below and be a centre for training, support and outreach work. We already have invested in some of the training needed and are involving other local schools in certain initiatives as well as hosting training on site.

Our key LPT aims and objectives are linked to recruitment and retention, growing our own leaders at all levels – including the governors/directors, developing the quality of teaching – no teaching less than a 2, and being a self-evaluating, self-supporting team of schools, who use our data and experience to inform school development that supports all learners, not just some, and provides financial stability and security.

We believe that we have the vision, skills, experience and passion to make this happen, to ensure that all its school are good to great, ever aspiring, and serving the wider community well, including other local schools. We already have:

- an experienced CEO who has worked as an Ofsted Inspector, Leadership Consultant and is a National Leader of Education.
- experienced and skilled staff including Business Director, SENCo, Phase Leaders, strong SLTs, English and Maths (SLE) Leaders, key EY staff
- experienced, proactive governors and dedicated directors who offer a wide range of abilities, insights and skills.
- EY, KS1 and KS2 moderators
- we are members of the Catalyst Teaching School Alliance and serve on their Executive Team
- both Takeley and Roseacres Headteachers are trained in external support, one being a LLE the other trained by the LA.
- positive, respected and productive links with many external agencies including Cambridge University, area SCITTs, LDGs, SENCAN/Specialist Teachers and Educational Psychologists, Catalyst, Maths Hub, and the Local Authority.

We are now looking to appoint a Class Teacher to support the Head teacher and team and help us on the journey.

John Clements – CEO

Welcome to Takeley Primary School

Thank you for your interest in our school. We would like to give you a flavour of what we believe in as a school and of our school community.

We are proud of our history of providing education for children in the local area from 1869 when the school was first opened as a Penny School; the children of ordinary people were charged 1 penny a day whilst children of shopkeepers were charged 3 pennies. At this time the School was located at Brewers End (on the old A120) and the buildings can still be seen there. Since that time the school has grown and developed and in September 2012 the school relocated to a brand new school on its current site at Priors Green, Little Canfield.

We are a two form entry primary school with children from Reception to Year 6. The school is an integral part of the village of Takeley and Little Canfield working closely with all the other organisations in the area to promote a sense of community.

We firmly believe that all our children are very special with the capacity to achieve in a variety of areas. 'Learning, Achieving and Enjoying Together' is our Core Professional Purpose and our staff are committed to develop the skills and talents of all of the children in our care. Together we are all working towards our children being confident and independent learners who have the courage to seize all the opportunities available to them both now and in the future.



Our children are given a wide range of experiences that help to develop them both academically and to develop confidence and inquisitive minds. There are many opportunities for them to develop within the school, for example building on leadership skills through School Council and the Play Leaders Scheme. There are many extra-curricular activities including many clubs at the school, ranging from Chess, Sports and creative activities and all designed to give every child the chance to engage in rich learning experiences, gain independence and enjoy their learning. There is a strong PFA, with a good track record of support for the school and fundraising.



What the pupils say about their school

"I like coming to school because I love everything."

"The teachers are nice because they always have a smile on their face."

"I like Takeley Primary because we have lots of activities and fun after school clubs."

"The Art is amazing because you can do papier-mâché and painting and it doesn't matter if you get it on you."



"I like Stop Pro animation because it is so much fun and takes little steps and it's very hard – just like life for everyone."

"The trips are really brilliant, especially the school journey where you get to experience things that you might never get the chance to do elsewhere."

"I really like Takeley Primary because the teachers are all friendly and help me."

"I really enjoy making friends and the learning the teachers do with different strategies."



With thanks for expressing an interest in working with us.

Mr Andy Cosslett – Headteacher

Our Ethos

Our Vision:

‘Learning, Achieving and Enjoying Together’

Our Purpose:

The primary purpose of our school is to ensure all our children **learn**. When children make progress in their learning a sense of **achievement** and a feeling of satisfaction in a job well done will follow. **Enjoyment** is a key factor that promotes learning as a lifelong skill that goes beyond just their school days, but supports them well throughout their working lives. Developing together both **teamwork** and **independence** is essential to enhance learning, personal and social skills, so that the children one day can play their part in future societies and help shape the world that we will live in.

Our Aims, values and expectations:

‘Learning and Achieving’

- to provide a high level of learning by developing **enquiring minds** through **stimulating experiences** which make us all want to learn more each day.
- to provide a school curriculum which is **broad, balanced, coherent**, and **relevant**, that reflects the statutory requirements of the National Curriculum so that the children **progress** and **attain** well from their starting points, being well-prepared for the next stage of their education.
- to promote **imagination** and **creative expression** through a wide range of opportunities and projects that provide a clear purpose towards 'real-life' learning.
- to establish effective links between the school, home and the wider community which **promote aspirations** and **high expectations** that support and enrich the children's opportunities for learning.

‘Enjoying’

- to develop **independent, motivated** and **determined** children who are **confident, flexible, respectful** and able to **cooperate** and **collaborate** with others, while not being afraid to make mistakes but willing to take risks in their learning by challenging themselves.
- to foster a sense of **pride** in achievement and a desire to succeed.

‘Together’

- to create and maintain a **caring community** by encouraging a supportive, safe, understanding and considerate environment that fosters **kindness, responsibility, trust** and **teamwork**, along with the fundamental **British values** of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different abilities, faiths and beliefs.
- to promote **spiritual, moral, cultural, mental** and **physical development** to prepare children for the opportunities, responsibilities and experiences of later life.

This Vision will be achieved through the partnership of children, parents, staff, helpers and Governors all working together.

To apply please complete an on-line application form via www.essexschoolsjobs.co.uk .

CLOSING DATE FOR APPLICATIONS IS MONDAY 22nd June 2020 at midday.

The Learning Partnership Trust Recruitment and Selection Policy Statement

1. The Trust is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

We expect all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required:
 - receipt of satisfactory references*
 - verification of the candidate's identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children (where applicable)
 - verification that you are not prohibited from teaching (where applicable)
 - verification of the candidate's medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted.

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

The Trust is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Body will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Body is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.