

# Class Teacher Application Pack

**Location:** Purfleet Primary Academy, Tank Hill Road, Purfleet, Essex. RM19 1TA

**REAch2 Registered address:**

**REAch2 Academy Trust**  
Henhurst Ridge Primary Academy  
Henhurst Ridge  
Branston  
Burton-Upon-Trent  
DE13 9SZ

[www.reach2.org](http://www.reach2.org)



# Contents

- Letter from Eugene Samuel, Headteacher
- Letter from Sir Steve Lancashire, Chief Executive
- Background on REAch2
- Our Cornerstones and Touchstones
- What are these Touchstones?
- The Application Process
- Job Description
- Person Specification

## Letter from Eugene Samuel, Headteacher

May 2019

Dear Candidate,

Thank you for your interest in becoming a Class Teacher at Purfleet Primary Academy.

This is an exciting time for the school, as we continue on our journey of rapid improvement. Our Ofsted inspection, in October 2016, graded the school “Good” in all areas for the first time, stating, “The Headteacher provides committed leadership that is focused on the pursuit of excellence for all pupils. Together with the governors and senior leaders she has created an inclusive and aspirational culture where pupils believe they can succeed”. Always ambitious for our pupils, plans are in place to ensure that we continue, with equal speed, on our journey towards our goal of an outstanding education for all pupils – and you could be part of the team that that is driving the school forward.

We are currently looking for good/outstanding Class Teachers to work alongside our existing teachers and be part of the team that is driving the school forward. You will be three teachers in a year group and will be well supported by a Phase Leader, strong leadership team and fun, hardworking colleagues.

Purfleet Primary is part of the REAch2 Academy Trust. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. For colleagues who join us, there are significant opportunities for professional development and career progression both in-house and across the Trust.

If you feel that you share our aspiration for our pupils and have the qualities we are looking for, please do make an appointment to visit the school. Once you have done so, we are sure you will want to apply for this exciting position and be part of the team that takes our school and its remarkable children into its next chapter.

If you would like to come and visit, have any questions or would like an informal chat, please contact the school on 01375 659900 and ask for me.

All at Purfleet look forward to meeting you and welcoming you to our school.

Eugene Samuel  
Headteacher

## Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

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 has academies based all across England and includes schools at various 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.

Teachers 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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

## Background on REAch2

Founded in 2012, REAch2 Academy Trust is the largest primary-only academy trust in the country. We are a growing charitable organisation currently supporting over 50 primary academies across England.

We are a family that delivers school to school improvement, going the extra mile for all our children. We are passionate about dispelling the myth that only certain children are able to achieve.

With extensive school reform and proven educational excellence in our core staff, REAch2 set a mission: to help struggling schools to improve their provision and to offer outstanding education to our pupils, from disadvantaged or deprived communities. The drive was not to grow an empire of schools, but rather the compulsion to share our proven approach to sustained school improvement for the benefit of children and their communities.

But REAch2 is about so much more, offering a richness of experience that gives real colour throughout the time our children spend with us.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities.

## Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the entire Trust: providing a strong, responsible foundation from which every Academy develops and grows. A cornerstone provides a subtle yet paramount role in a building and ensures that REAch2 is trustworthy, reliable and inspirational organization, delivering the best possible learning experience.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust seven principles, which make our Academies distinctive. Just as 500 years ago, touchstones were used to test the quality of the gold they marked, so too our touchstones are used to express values and ethos of the Trust. They describe what the Trust wants to be known for and how it wishes to operate.

## What are these Touchstones?

Children and adults will flourish in REAch2 academies: academically, emotionally, physically and spiritually so that all dimensions of humanity are nurtured.

We notice talent and spot the 'possible' in people as well as the 'actual'; Developing potential within in our Trust becomes a realization 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, will release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to 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 and must succeed.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: [www.reach2.org](http://www.reach2.org)**



# The application process

Closing date for applications –Wednesday 29th May 2019

Interviews – Applications will be followed up as received

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

You are invited to submit an application form, which is available together with this document.

Purfleet Primary Academy and REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

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:** Lorraine Sharpe on 01375 659900

## **Completed application forms should be sent to:**

Please return all application forms to me:

Eugene Samuel, Headteacher, Purfleet Primary Academy, Tank Hill Road, Purfleet, Essex. RM19 1TA,

Or alternatively email [admin@purfleetprimary.thurrock.sch.uk](mailto:admin@purfleetprimary.thurrock.sch.uk).

## **Completed Equal opportunities monitoring forms should be sent to**

### **HR Recruitment**

**REAch2 Academy Trust**

Chapel End Junior Academy

Roberts Road

Walthamstow

London, E17 4LS

**Email:** [recruitment@reach2.org](mailto:recruitment@reach2.org)



# **Purfleet Primary Academy**

## **Class Teacher Job Description**

**Directly Responsible to: Headteacher**

**MAIN PURPOSE OF JOB AND PRINCIPAL ACCOUNTABILITIES: SEE BELOW**

### **(1) Liaison and Co-operation**

The teacher will work in liaison, contact and co-operation with:

- other members of staff
- members of Borough support and advisory services
- organisations and networks relevant to the teacher's specialism or subject
- parents, governors and the local community

### **(2) Policy and Legal Framework**

The teacher will work within the framework of: national legislation, including Education Acts from 1994 to 1986, and the Schoolteachers Pay and Conditions Act 2006

- school policies and guidelines on the curriculum and school organisation
- Borough policies, in particular those relating to curricular aims and principles, and to race and gender equality.\*

### **(3) Tasks and Duties**

The Pay and Conditions Act 2006 lists the duties to be included in all Job Descriptions for teachers. The following statement is intended to incorporate all the duties itemised in Schedule 3 of the Act, and any subsequent statutory instruments made under the Act. The tasks and duties listed in section 3 (i-xii) below are required for all teachers. These may be reviewed at least once a year, usually in the Summer Term.

#### **(i) Planning**

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in one's class

#### **(ii) Setting and supervising work by pupils**

To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere.

#### **(iii) Marking and recording**

To mark and assess pupil's work and to record their development, progress and attainment, both at school and elsewhere

**(iv) Discipline and relationships**

To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

**(v) Communication with parents**

To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

**(vi) The Classroom**

To maintain an attractive and stimulating classroom environment, and to contribute to displays in the school as a whole.

**(vii) Overall policy and review**

To take part in whole-school reviews of policy and aims, and in the revision formulation of guidelines.

**(viii) Reports**

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils.

**(ix) Review**

To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate.

**(x) Professional development**

To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews of one's work arranged by the headteacher.

**(xi) Corporate life**

To take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.

**(xii) Equality policies**

To help ensure that subject-matter and learning resources reflect Borough and school policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all the tasks and duties listed in (i) - (xii) above.

## Person Specification Class Teacher

	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>Academy Procedures and Policies</b>	<ul style="list-style-type: none"> <li>➤ Ensuring the safeguarding and welfare of all pupils</li> <li>➤ Experience of supporting the development and implementation of policies</li> <li>➤ Ability to promote the ethos, educational vision and direction of the academy that secures successful learning and achievement by pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of ensuring equal opportunities for all.</li> <li>➤ Ability to set standards and provide examples of best practice for other teachers in meeting the needs of the pupils</li> <li>➤ Successful experiences with working in partnership with parents, Governors and outside agencies</li> </ul>
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher status</li> <li>➤ Good classroom practitioner – or capacity to become a Good teacher in the case of those at the early stage of their career.</li> <li>➤ Knowledge of the characteristics of effective teaching and learning and strategies for improving and sustaining high standards of pupils achievement</li> <li>➤ A good understanding of assessment and how it can best be used to extend children's learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of working in a multicultural academy/school</li> </ul>
<b>Interpersonal skills – Team Building</b>	<ul style="list-style-type: none"> <li>➤ Ability to develop positive working relationships between pupils and staff</li> <li>➤ Ability to manage resources effectively to ensure maximum impact on pupils achievement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ability to motivate self, others and set high standards.</li> </ul>

	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
	<ul style="list-style-type: none"> <li>➤ Ability to communicate effectively and to disseminate relevant information to colleagues</li> </ul>	
<b>Management</b>	<ul style="list-style-type: none"> <li>➤ Ability to direct the work of classroom support staff, where appropriate</li> </ul>	
<b>Transition</b>	<ul style="list-style-type: none"> <li>➤ Understand the key factors in successful transition, between classes and year groups</li> <li>➤ Ability to effectively induct pupils arriving new to the academy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge of working with pupils with EAL and SEN</li> </ul>
<p><b>Other qualities</b></p> <ol style="list-style-type: none"> <li>1. A passionate belief that all children deserve the best chance to succeed</li> <li>2. A passion for teaching and a drive to raise standards for all</li> <li>3. Positivity – a ‘can do’ approach</li> <li>4. Creativity and enthusiasm</li> <li>5. A life-long learner</li> <li>6. Sound up to date knowledge of learning in KS1 + KS2 and ability to work across all Primary Year groups</li> <li>7. Good organisational skills and time management</li> <li>8. A proven commitment to own personal and professional development</li> <li>9. The desire to develop leadership and management skills</li> <li>10. Confident user of ICT</li> </ol>		