



*Part Time Class Teacher*

*Recruitment Pack*

*September 2022*



**About The Learning Partnership Trust**

The Learning Partnership Trust (TLPT) was founded in 2015. We are a small Multi-Academy Trust currently consisting of three primary schools all located within the same geographical area in Essex.

The Board of Trustees are determined to see a high performing and successful Multi-Academy Trust (MAT) that delivers the very best educational experience for all pupils. Our focus is on improving leadership and governance, teaching and learning, raising standards, growing our own leaders, and collaboration. We aim to develop a family of schools that serve the local communities, building a dynamic, local solution to identified and potentially developing needs.

We bring high expectations to everything we do, they are embedded in our culture and our delivery and we are really excited to work with partners who share this ethos.

We have a strong belief in ‘learners today – leaders tomorrow’. Our primary objective is to ensure that all of the children within our schools get the very best education we can possibly provide, within an organisation that cares about the whole child and their growth and development, preparing them for the next stage of education and life.

**Vision and Values**

The **vision** for The Learning Partnership Trust is to build **‘learners today – leaders tomorrow’.**

To achieve the vision our **mission** is to establish high-performing, respectful, inclusive learning environments that enable children to equip themselves with the skills, knowledge, attitudes, emotional intelligence, belief and confidence to be ready for the next stage in their education and life**.** The vision is as relatable to every employee and partner of our Trust as it is to our children.

We have the following values:

* **The children and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, caring and responsible citizens.
* **Our employees and partners are passionate about being the best that they can be;** we value developing people’s lives by striving to personally and professionally grow and support others to do the same.
* **The Learning Partnership Trust is relentlessly focussed on improvement;** it values and celebrates success and encourages collaboration to maximise success.

We have a strong belief in the value of lifelong learning. Our staff are the best resource we have and it is our privilege to be involved with such courageous, committed and child-centred individuals. It is with and through them that we will make our vision a reality.

**Hatfield Heath Primary School**

Hatfield Heath School is unashamedly, a blend of both leading modern and traditional expectations, teaching and ethos.

We recognise that successful education is a team affair, involving children, parents, staff, governors, the community and other relevant external agencies, all working closely together to ensure optimum benefits for all.

We are a member of The Learning Partnership Trust.

Underpinning our standards is a belief in developing a range of personal qualities that support attitudes to learning, self and life.

**Respect:** for all members of the school community: for the beliefs and ideas of others and the environment we create.

**Responsibility:** for our own actions, our learning and our pursuit of excellence.

**Tolerance:** by understanding and celebrating difference and learning from each other.

**Collaboration:** by working together with different people towards a common goal. We are stronger as a team.

**Perseverance:** by never, ever giving up. To be the best we can be. Adopt a 'can do' growth mindset.

**Determination:** in wanting to do the right thing and striving to succeed.

For a flavour of our school please view the welcome video available on our website: <https://www.hatfieldheath.essex.sch.uk/home>

Should you wish to know more you are welcome to visit and meet us and see and sense the atmosphere of a dedicated team of professionals working with all parties to provide the best education possible.

I look forward to seeing you,

Mrs Elisabeth Gelston, Head teacher

**The Vacancy**

**Part time Class Teacher (permanent contract)**

**2.5 days per week (0.5FTE)**

**MPS**

**To start 1st September 2022**

We are looking to appoint an enthusiastic and energetic teacher who will support our vision and aims. The successful candidate will be an excellent teacher with a strong commitment to working with colleagues, parents and governors and will relish the opportunity to be part of our school within The Learning Partnership Trust.

We look forward to hearing what skills and interests you can bring and in return we will offer you excellent professional development opportunities, the chance to work as part of a friendly, approachable team who share your commitment to high expectations and an interesting and ambitious curriculum for all our pupils.

For more information, please contact the Headteacher, Mrs Elisabeth Gelston, [head@hatfieldheath.essex.sch.uk](mailto:head@hatfieldheath.essex.sch.uk)

Visits to the school are positively encouraged.

Closing date: 20th May 2022 Midday

Interview date: 25th May 2022

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**job description: PRIMARY CLASS teacher**

**GRADE: MPS**

**RESPONSIBLE TO: HEAD TEACHER**

**Core purpose of post**

* To teach all National Curriculum subjects within the full primary range so that pupils achieve at least the age related expectations for their year group
* To teach the Early Years Foundation Stage Curriculum so that the pupils achieve at least the expected level of the Early Learning Goals.
* To take full responsibility for a subject area/s.
* To understand how pupils' learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development.
* To work in collaboration with colleagues as a member of a united co-operative teaching team, responsible for all aspects of the pupils’ educational development and learning.

**Strategic direction and development of the school**

**Vision**

* Demonstrate a commitment to a shared vision for the school.

**Ethos**

* Encourage an ethos which promotes effective teaching and learning and which sustains improvement in the development of all pupils.

**Strategic planning**

* Contribute to the development of a whole school policy for a specific curriculum area in conjunction with the Head teacher and Trust.

**Teaching and learning**

**Curriculum**

* Plan and deliver an age appropriate teaching programme for all pupils within the class using the National Curriculum or Early Years Foundation Stage Curriculum as appropriate.
* Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
* Use a variety of teaching and learning styles to keep all pupils engaged.
* Select and make good use of IT skills for teaching, learning and management support.
* Be familiar with the school's current systems and procedures as outlined in policy documents including the Health and Safety, Child Protection, Code of Conduct and Whistleblowing Policies.

**Monitoring, assessment, recording, reporting and accountability**

* Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
* Assess and record each pupil's progress systematically with reference to the school's current practice including the social progress of each child and use the results to inform planning.
* Mark and monitor classwork and homework, providing constructive feedback and set targets for future progress.
* Understand and know how national and local comparative and school data including National Curriculum test data can be used to set clear targets for pupils' achievement.
* Attend termly pupil progress meetings with the Head teacher/ SENCo.

**Standards and expectations**

* Ensure effective teaching of whole classes groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
* Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.

**Monitoring and evaluation**

* Be familiar with the school’s SEND policy and SEN Code of Practice for the identification, assessment and support of pupils with special educational needs and disabilities.
* Evaluate your own teaching critically to improve effectiveness and pupil outcomes.

**Leading and managing staff**

**Professional development and appraisal**

* Be aware of the need to take responsibility for your own professional development, attending internal or external courses where appropriate.
* To be familiar with the requirements of the Performance Management policy and practice within the school.
* To participate in performance management annually.
* To be prepared to contribute to the performance management of support staff where appropriate and applicable.

**Efficient and effective deployment of staff and resources**

**Manage accommodation**

* Ensure a stimulating but safe working environment in which risks are regularly assessed.
* To be aware of the H&S guidance, risk assessments and Educational Visits Policy and Practice.
* To effective deploy support staff/ students/ work experience/ volunteers as appropriate to support and enhance pupil learning.

**Accountability**

**Effective communication**

* Provide clear, concise verbal and/or written reports on individual pupil progress and attainment to parents termly and produce a written annual report.
* Establish and maintain effective working relationships with professional colleagues and parents.
* Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
* To continue to meet the DfE National Teaching Standards 2012.

**Contribution to school life**

**Pastoral duties**

* Attend and/ or deliver assemblies as appropriate to the rota.
* Cover playtime duties as appropriate to the role/ rota.
* Meet with parents or other external agency meetings to discuss pupil progress and agree programs of support as required.

**School events**

* Demonstrate support of the Friends organised events by helping or attending.
* Contribute to the promotion of the school at events locally, e.g. sporting fixtures, festivals or prospective parent events as appropriate and agreed.

**Recruitment and Selection Policy Statement**

1. The Trust Board 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;

and expects 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.

1. The Trust Board 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 the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
2. 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.
3. 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.
4. The following pre-employment checks will be required where applicable to the role and setting:

receipt of satisfactory references

verification of identity

a satisfactory DBS disclosure if undertaking Regulated Activity

verification that you not barred from working with Children

verification that you are not prohibited from teaching

verification of medical fitness for the particular role

verification of qualifications and 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/exemption from statutory induction period

verification that you are not subject to a section 128 direction preventing you from holding a management position within a school

a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

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

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current 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 preferred candidates 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) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

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/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. 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 online status checks have been satisfactory.

The Trust Board 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 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the Trust (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 the incident(s) occurred and 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 or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Trust Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the Trust’s retention schedule.

A copy of our Recruitment Procedure is available upon request.