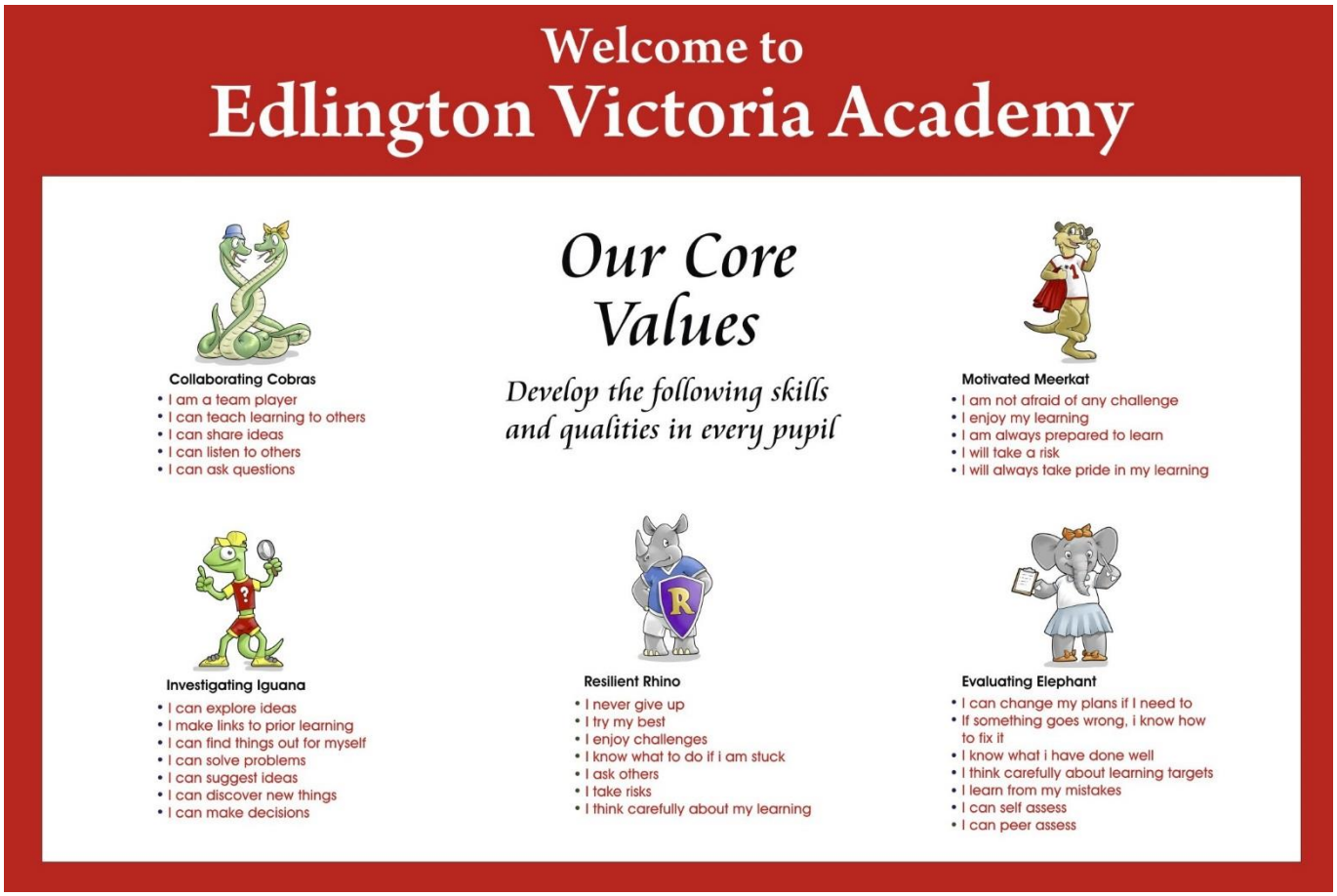
Edlington Victoria Academy

Reach for the Stars



Foundation stage 2 Class Teacher
Temporary for 1 year
Recruitment Pack

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

'Innovative Education - Transforming Lives'

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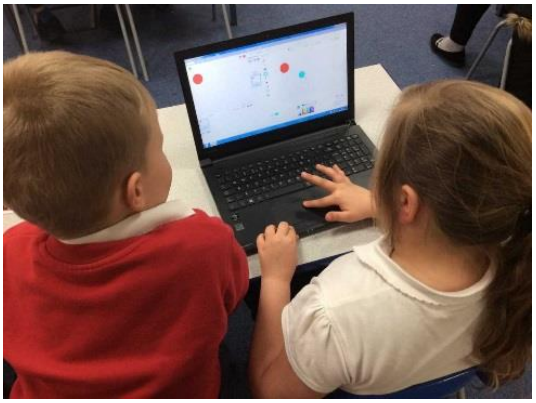


Exceed Learning Partnership

Mission Statement

At Exceed Learning Partnership, we are committed to improving the life chances of all children.
Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life – a world class education aimed at helping the children in Exceed Learning Partnership schools become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our schools to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.
Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

Motto: 'Every Child, Every Chance, Every Day!'

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all the schools within the trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

What are our Key Values for Learning?

Passion - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.

Urgency - The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Positivity - Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration - Embodied in the Trust motto, "Every Child, Every Chance, Every Day" all members of staff aim for excellence in their individual professional roles.

Commitment - Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.

Principles Underlying our Academies

- All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential – ***Raising Standards***
- Have the highest expectations of all children and staff – ***Raising Expectations***
- Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations – ***Raising Aspirations.***
- Help children develop high self-esteem-respecting and taking responsibility for themselves, others and the environment – ***Raising Confidence***
- Recognise and reward success – ***Rewarding Success***
- Deliver consistently high quality lessons which enable students to learn well – ***Teaching and Learning***
- Develop independent learning, communication, literacy and numeracy skills across all subject areas – ***Core Skills***
- Provide a creative and challenging curriculum which is personalized to meet the needs of all students – ***Curriculum***
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development – ***SMSC***
- Develop positive and secure 'Learning partnerships' between school, home and the community – ***Community Cohesion***

Our Core Goals for our Academies

1. Our academies to excel in Statutory Test Outcomes for all their learners.
2. All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust.
3. Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning.
4. Our academies to be oversubscribed or on a significant upward admissions trend
5. The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high quality education for the pupils who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.
6. Exceed Learning Partnership to be self- sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
7. An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey.
8. The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond.
9. ELP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
10. All academies within ELP to continually develop their own unique characteristics and ethos re- enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP.
11. Exceed Learning Partnership to constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms.

Exceed Learning Partnership believes that all pupils have the right to the very best education.

Letter from the Principal – Emily Clark

Dear Applicant

Thank you for your interest in the position of Learning Support Assistant at Edlington Victoria Academy.

At Edlington Victoria Academy we strive to appoint highly motivated individuals who can take the Academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement. In July 2016 the academy, previously Edlington Victoria Primary, was judged to be 'good' by OFSTED. Our academy was again judged to be 'good' by OFSTED more recently in January 2020. Some of the key strengths noted were:

Trustees and governors speak passionately about improving this school. Leaders share their determination to make sure that all pupils get a good education. Their hard work is paying off. Year 6 pupils achieved results in 2019 that were above the national average.

Leaders realise that pupils' happiness and welfare are just as important as results. They have appointed extra staff to make sure that pupils are safe. Pupils know that all adults in school care about them. Adults are gentle when they speak to pupils. No one shouts. There is a 'pupil parliament' and some 'mini-police' who try to make the school even better. Leaders listen to their ideas.

Pupils have very positive attitudes to their learning. Teachers' expectations are consistently high. Pupils with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator (SENCo) knows each pupil well. Parents of pupils with SEND are very pleased with the extra help that leaders provide.

Following on from the OFSTED inspection we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in the position.

E. Clark

Emily Clark
Principal

ABOUT EDLINGTON VICTORIA ACADEMY

Edlington Victoria Academy is situated in Edlington. We are a large primary school, with a 52 place nursery. The academy currently has a foundation unit and a large outdoor learning area. We have 8 classes throughout Key Stage 1 and Key stage 2.

The academy has a very strong community ethos which influences all aspects of school life. The academy has various libraries, a music room, Thrive room and two large halls, one of which has a staged area for the children's performances. All classrooms are equipped with interactive Clevertouch and we have three laptop units and three iPad units to transport between each class.

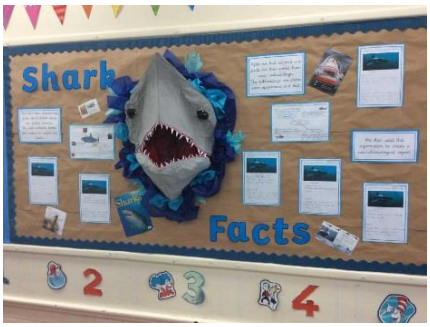
The Executive Principal is a National Leader of Education. The academy has developed a very strong and committed Leadership & Management Team who support the work of the Executive Principal and Principal in leading/managing improvement. The academy has a large number of support staff to enhance learning opportunities including Pastoral Support, three Nursery Nurses, two HLTAs and experienced Teaching Assistants.

The pupils of Edlington Victoria Academy come from a range of social and cultural backgrounds. Approximately 26% pupils are on the SEN register. 30% of children are on free school meals.

Sporting activities are a key feature of the academy. We use sports coaches and teaching staff to provide the highest quality provision and to ensure that the widest range of activities are possible. In addition a large number of extra-curricular sporting activities are available for pupils during lunch time and after school. These are run by staff, playground leaders and the pupils. We have achieved our Eco Schools Bronze Award and are working to make this a Silver Award by the end of this academic year.

The academy is also committed to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards. We have developed a thematic skills based approach to the curriculum and we use external visits to provide the pupils with enriched learning experiences.

Edlington Victoria is meeting the core offer of extended services and is fully committed to the inclusion of all pupils. We have a Pastoral Support and Intervention Manager who works with pupils to build their self-esteem and ensure that all pupils strive for their very best. We have a school council who are actively involved in the decision-making of the academy and we have strong links with community services to ensure that all the needs of the children are met.



OUR CURRICULUM

Ethos and Values:

At Edlington Victoria Academy the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
Every child is recognised as a unique individual. We celebrate and welcome differences within our community of academies. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use Learning Pedagogy to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Children leave our academy with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

At Edlington Victoria Academy we recognise the unique challenges which our learners are facing, and that employers are calling for education to expand its focus beyond the traditional cognitive domain. By one popular estimate, **65% of children entering primary schools today** will ultimately work in new job types and functions that currently don't yet exist. Technological trends such as the Fourth Industrial Revolution will create many new cross-functional roles for which employees will need **both technical and social and analytical skills.**

On average, by 2020, more than a third of the desired core skill sets of most occupations will be comprised of skills that are not yet considered crucial to the job today, according to our respondents. Overall, **social skills— such as persuasion, emotional intelligence and teaching others—will be in higher demand across industries than narrow technical skills, such as programming or equipment operation and control**. In essence, technical skills will need to be supplemented with strong social and collaboration skills.

We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world. At the heart of our design for learning, is the need to ensure that our pupils understand themselves as citizens of the world and want to contribute to both local, national and global issues which may impact on their lives.

Edlington Victoria Academy provides enhanced provision through:

- Wider curriculum opportunities in music and singing
- Additional sports opportunities e.g. football, multi-skills, netball and athletics
- Extra-curricular clubs tailored to the interests of the pupils, coding, cookery and art
- Ongoing partnerships with the local library
- Residential and day visits to supplement planned topic work

More detailed information on the curriculum can be found on the Edlington Victoria Academy website: www.edlingtonvictoria.co.uk

Collaboration

Motivation

Evaluation

Resilience

Investigation

Creativity

Teamwork

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Job Description & Person Specification

Class Teacher

JOB DESCRIPTION

Exceed Learning Partnership - ELP is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high performing educational institutions.

JOB TITLE:	Class Teacher
GRADE/SALARY:	MPS/UPS (£24,373 - £40,490)
RESPONSIBLE TO:	Principal/Vice Principal/Phase Leader
JOB PURPOSE:	To carry out the professional duties as a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Principal. To have responsibility for curriculum across the school 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 whole school's planning activities

KEY RESPONSIBILITIES

Planning, Teaching and Class Management

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

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment identifying SEN or very able pupils
- providing clear structures for lessons maintaining pace, motivation and challenge
- making effective use of assessment and ensure coverage of programmes of study
- ensuring effective teaching and best use of available time
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of learning and home-learning
- using a variety of teaching methods to:
  match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to pupils, give attention to errors and misconceptions, select appropriate learning resources and develop study skills through library,I.C.T. and other sources
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning

Monitoring, Assessment, Recording and Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set targets 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

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the National Teachers Standards and the required standards for Qualified Teacher Status and other current legislation.

Exemplification of Terms and Expectations

Performance Appraisal

- Performance appraisal assessment will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance appraisal cycle. In addition, the following standards, in conjunction with the school's exemplification of these standards, will be considered where there is an application to progress through the threshold and onto UPS2 and UPS3

Knowledge and Understanding

- Demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

Teaching and Assessment

- demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
- demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPS2 level: with the majority of your lessons at least "good" in OfSTED terms
- demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback

and at UPS3 level:

- **Make a distinctive contribution to raising pupil standards**

Pupil progress

- demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPS2 level "better") than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.

Wider Professional Effectiveness

- take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
- make an active contribution to the policies and aspirations of the school
- and at UPS2 level: seek to share your expertise with colleagues

and at UPS3 level:

- Take advantage of appropriate opportunities for professional development and
- Use professional development effectively to improve pupils' learning
- Contribute effectively to the work of the wider team

Play a critical role in the life of the school

Professional Characteristics

- demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
- inspiring trust and confidence,
- building team commitment,
- engaging and motivating pupils,
- analytical thinking,
- taking positive action to improve the quality of pupils' learning.

and at UPS3 level:

- **Provide a role model for teaching and learning**

PERSONAL SPECIFICATION –Class Teacher

	CRITERIA	ESSENTIAL OR DESIRABLE	APP FORM	DOCS	INT
1. Application	1.1 Letter of application containing supporting statement	E	✓		
2.Qualifications	2.1 Qualified Teacher Status and experience	E	✓	✓	
	2.2 Further in-depth study	D	✓	✓	
3. Learning and Teaching	3.1 Proven ability as an outstanding classroom teacher	E	✓		✓
	3.2 Effective delivery of positive behaviour management strategies	E	✓		✓
	3.3 Ability to relate well to children and share their interests and enthusiasms	E	✓		✓
	3.4 Ability to lead on learning through a range of engaging and interactive teaching strategies	E	✓		✓
4. Standards and Progress	4.1 Experience of using data for monitoring, planning, target setting and improving learning across the academy	E	✓		✓
	4.2 Understanding of the New National Curriculum	E	✓		✓
	4.3 High proficiency in assessment for learning and effectiveness in analysis to improve pupil outcomes	E	✓		✓
	4.4 The ability to differentiate and be creative and innovative with the curriculum	E	✓		✓
	4.5 Evidence of a proven track record of accelerated pupil progress and raised standards or strong indications from Initial Teaching training of effective practice	E	✓		✓
5. Knowledge, Skills and Attributes	5.1 The ability to build positive and successful relationships with all stakeholders	E	✓		✓
	5.2 A good understanding of safeguarding	E	✓		✓
	5.3 Value all children and be committed to the development of the whole child	E	✓		✓
	5.4 Ability to organise work and to prioritise	E	✓		✓
	5.5 Excellent verbal and written communication skills and numeracy skills	E	✓		✓
	5.6 A willingness to become involved in the life of the academy within the community	E	✓		✓
	5.7 Ability to investigate, make decisions and solve problems	E	✓		✓
	5.8 Ability to remain positive and enthusiastic under pressure	E	✓		✓
	5.9 Understanding and proven commitment to equality of opportunity, diversity and inclusion	E	✓		✓
	6.0 The ability to be reflective and accurately self-evaluate, adapting as required	E	✓		✓
	6.1 Show high standards of self and others	E	✓		✓
	6.2 Ability to work positively and co-operatively with colleagues across the academy	E	✓		✓
	6.3 Excellent knowledge of the New National Curriculum and strong subject knowledge in Maths & English	E	✓		✓
	6.4 Excellent interpersonal skills	E	✓		✓