

Class Teacher

Henry Hinde Junior School



**Exciting
futures
grow from
strong roots**



Class Teacher

Henry Hinde Junior School has an exciting opportunity for a class teacher. You will join a supportive, forward thinking and passionate team of teachers who are committed to delivering The National Curriculum in an engaging way to develop creativity and imagination. You will be an excellent teacher who has the ability to inspire, motivate, challenge and support pupils to ensure that they make progress.

It is very important to us at Henry Hinde Junior School that all of our teachers feel valued, listened to and mentored well so that they have opportunities to develop. We offer exceptional teacher training and high-quality professional development opportunities catered to individual needs. As a result of this, we have many success stories of teachers that have joined us and been quickly promoted to positions of leadership at all levels.

The successful candidate will:

- Be a motivated individual with excellent subject knowledge who keeps up to date with current trends in teaching at primary level
- Be committed to supporting pupils to succeed
- Be able to contribute to the successful team

Job Specifics:

Start Date: 1 January 2022
Salary: MPR/UPR
Job Role: Full time, fixed term until 31 August 2022
Closing Date: Friday 19 November, 9am
Interviews: Thursday 25 November

Why work for Henry Hinde Junior School?

- We are an average sized junior school committed to supporting all members of the school community to succeed
- We are an improving school, well respected within the local community
- You'll be working within a community of passionate, committed colleagues who genuinely support each other
- A staff wellbeing team implements various strategies to boost staff engagement including various activities and events
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community

How to Apply

Please read the information in this pack. If you decide to apply you should write a letter of application addressed to the Principal, your letter should be no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual school within the Transforming Lives Educational Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

An application form can be downloaded from our website, [TLET vacancies](#), please return your completed application to career@tlet.org.uk

We look forward to hearing from you!

If you have any questions about the role or would like to visit Henry Hinde Junior School, please email our HR team at careers@tlet.org.uk

Recruitment Timeline

Thursday 4 November	Position advertised
Friday 19 November	Closing date for applications (9am)
	<i>References will be requested at this stage</i>
Friday 19 November	Final Shortlisting and contact with candidates
Thursday 25 November	Interviews

Safeguarding

We believe in the safeguarding and welfare of children and expect all staff to share this view.

The Transforming Lives Educational Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE) has set out statutory guidance *Keeping Children safe in Education* for schools and schools on safeguarding.

Safeguarding is defined in paragraph 4 as:

‘...protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of ‘children’ includes everyone under the age of 18.

Information for Candidates

Welcome from The Chair and CEO Of Transforming Lives Educational Trust

Thank you for the interest you have shown in Henry Hinde Junior School and the wonderful opportunity to work here.

We hope that this pack gives you an insight into our remarkable school and why we are justifiably proud of it, our pupils and staff.

Ofsted reported that after a period of instability, senior and middle leaders are turning things around and demonstrate good capacity for more sustained improvement. That does not mean that we want to rest on what we have achieved – the school recognises that we can continue to make progress and raise the bar higher.

As the school is part of an ambitious multi-academy trust, the Transforming Lives Educational Trust, the preferred candidate will have the desire and commitment to work with the Trust to support our strategic objectives and growth strategy, which includes the opening of a new free school in 2021.

Please take the time to review the information in this pack. Please contact our HR department or the school if you have any questions.

Kind regards
James Higham
Chief Executive Officer

Welcome from The Principal of Henry Hinde Junior School

Thank you for your interest in our school.

I know well the thrill of considering a new challenge and opportunity and am pleased that you are considering applying to this exciting post. I also know that recruitment is a two-way process. We are looking for the right person for the position; someone who really buys into our vision of ensuring that all pupils have the right opportunities to maximise their potential in all areas. You are looking for the right school in which to develop and progress, to contribute to the success of others and to get the support that you need to feel happy in your role. We hope that you agree that Henry Hinde Junior is exactly that kind of school, I certainly do.

We welcome visits to Henry Hinde Junior prior to application because we are proud that:

- Ours pupils are motivated and want to succeed
- Behaviour is excellent
- The variety of opportunities both within and out of the classroom provides all pupils with the opportunity to develop their interests and skills in a wide range of areas

At Henry Hinde Junior School, everybody counts. Staff and pupils will talk about the support they get from each other – we truly are a community. Our key aim is to give every child the opportunity to flourish and develop into life-long learners, engaged in the world around them and ready to take their place in the world as resilient, caring, disciplined, well-educated and employable adults.

If you want to teach and develop in a highly effective team, contribute to our excellent standards and have high aspirations for young people then Henry Hinde Junior School is the right school for you!

We look forward to meeting with you, so you too can appreciate our wonderful school and its community.

With best wishes

Rachael Allen

Principal

Transforming Lives Educational Trust

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust currently comprises of a secondary academy, Ashlawn and an infant academy, Henry Hinde, with the addition of an established Teaching School Alliance, a sponsored junior academy, Henry Hinde Juniors and a secondary free school (Houlton School) due to open in Rugby in 2021. Currently we are responsible for approximately 2200 children and young people, 350 employees and £13m of public money.

Our Vision

Learning Today for the World of Tomorrow

The Transforming Lives Educational Trust believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential. We want our family of academies to provide a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

Our Principles

Ensuring the Quality of Teaching and Learning - *we shall do this through:*

- implementation of best practice and proactively raising standards
- collective accountability for pupil/student progress, attainment and enrichment
- currency of occupational competence and professional development
- child centred funding enabled learning NOT funding driven enabled learning

Ensuring an Inspiring Learning Environment - *we shall do this through:*

- establishing a culture based on openness, respect, integrity, and inclusivity
- application of innovative systems of learning and pedagogy
- resourcing according to learning and educational demand
- utilisation of best fit learning environments within and across the Trust

Ensuring Financial Viability - *we shall do this through:*

- driving efficiency through funding leverage and economies of scale
- operating shared central and/or distributed services
- managing through approved and monitored call down budgets
- setting financial KPIs and efficiency metrics

Our Values

To help us fulfil our vision, we have a number of core values that drive all that we do. These serve as our guiding principles and should be nurtured for their own sake. We believe that our values stand the test of time and allow us to stay true to our purpose.

Our values are built around five key beliefs that we believe make us trustworthy by everyone within, or considering joining, the TLET. We believe that trusted relationships should underpin all that we do and achieve, and we place no higher importance than that on our values. Put simply, we aim for others to have trust in the Trust.

Tend the team – *listening to, sharing with and learning from others so that we nurture the potential of all (loyalty)*

Reach for excellence – *only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

Utalise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

Seize success – *holding on to our mission and building on our achievements (tenacity)*

Thank as you go – *recognising the contribution of others to the Trust's successes (kindness)*

TRUST therefore helps us ensure that the organisational behaviours across our family of academies are consistent and of the highest standard. We expect all our academies to abide by these values, especially when making difficult decisions – indeed, no value is more or less important than another, and all need to be upheld in our day-to-day behaviours and actions.

TRUST helps us to do just that – to provide all staff and learners, especially those new to the TLET, guidance on how we do things. It is our moral compass and guides us, helping us to realise success in being the best we can be.

Our Strategic Aims:

Below are listed the core objectives for the Trust. It is the responsibility of all employed and associated with the organisation to work towards the furtherance of these objectives:

- Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
- Others within and beyond the education sector hold our academies, and the Trust, in the highest regard.
- Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
- Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
- Our Trust has at least seven operational academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phases.

In addition, we are also proud to have the Ashlawn Teaching School as the professional development centre for schools, academies and trusts in the Midlands. Our purpose is to provide high quality training, support and induction for the teaching profession.

Henry Hinde Junior School is a two-form entry junior school in Bilton, a western suburb of Rugby, and serves families from the immediate area. The academy is situated in extensive grounds and with a range of indoor and outdoor facilities. The academy enjoys a strong partnership with its feeder infant school, which is also a TLET academy, as well as supportive relationships with other TLET academies and the local consortium of primary schools.

The School currently has 244 pupils on roll which makes it an average-sized junior school. Most pupils are from White British backgrounds and approximately one in ten come from a range of other heritages. A small number of pupils speak English as an additional language, although this is increasing. The proportion of pupils with SEND is above that of most schools. A higher than average proportion of pupils are eligible for free school meals and come from disadvantaged families.

Henry Hinde Junior is a warm, happy school. Our facilities and resources complement a positive, purposeful atmosphere in which everyone works hard and with purpose.

The school is an exciting place in which to learn. We pride ourselves on being a forward-thinking and exciting centre of learning.

Enrichment opportunities are also a key part of our school life. Henry Hinde Junior has a strong heritage in the cultural, creative and leadership activities which extend learning.



Job Description

Job Title: Class Teacher

Allowance: MPR/UPR

Responsible to: Principal

Conditions of Employment:

The post holder is expected to carry out the duties of school teacher as set down in the Teachers' Pay and Conditions Document.

Responsibilities:

1. To carry out the responsibilities of a teacher as outlined in the generic job description

Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. • To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. • To contribute to raising standards of pupil attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Responsible for:	The provision of a full learning experience and support for pupils.
Liaising with:	Senior Leadership Team, teaching/support staff, LA representatives, external agencies and parents.
Working Time:	Full Time – 195 days per year (<i>see Appendix A</i>)
Salary/Grade:	Main / Upper Pay Scale as appropriate plus any allowances from additional roles as appropriate
Disclosure level	Enhanced

Main (Core) Duties

Teaching:	<ul style="list-style-type: none"> • To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required by school. • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils. • To ensure that Literacy, Numeracy and ICT are reflected in the teaching/learning experience of pupils • To undertake a designated programme of teaching. • To ensure a high-quality learning experience for pupils which meets internal and external quality standards. • To prepare and update subject materials. • To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus.
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	<ul style="list-style-type: none"> • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of pupils as requested by external examination bodies, and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required in line with both the school's feedback policy.
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development and implementation of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies. • To contribute to the school's development plan and its implementation. • To plan and prepare lessons. • To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist the Curriculum Leader any Subject Leaders and the senior leadership team, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's Mission and Strategic Objectives.
Staffing Staff Development: Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal Review process. • To ensure the effective/efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum team in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • To review from time to time methods of teaching and programmes of work.
Management Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. • To complete the relevant documentation to assist in the tracking of pupils. • To track pupil progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> • To communicate effectively with the parents of pupils as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • To follow agreed policies for communications in the school.
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools. • To contribute to the development of effective subject links with external agencies. • To promote a positive image of Henry Hinde Junior School through dealings with outside bodies.

Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, curriculum team and the pupils.
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Other Specific Duties:

<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example. • To support the school in meeting its legal requirements for worship. • To promote actively the school's corporate policies. • To continue personal development as agreed. • To comply with the school's Health and safety policy and undertake risk assessments as appropriate. • To undertake any other duty as specified by STPCD not mentioned in the above. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>

<p>Post holders will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>Post holders are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>
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<p>This job description is current at the date shown, but following consultation with you, may be changed by leadership to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>

Note:

Notwithstanding the details in this job description, in accordance with the flexibility policy, the job holder will undertake such duties, across the academy, as maybe determined by the Headteacher from time to time up to or on a level consistent with the principal responsibilities of the job.



Person Specification

Factor	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Qualified Teacher status• degree• Evidence of a commitment to professional development	
Experience	<p>The Class Teacher should have experience of:</p> <ul style="list-style-type: none">• successful teaching within the primary range• proven track record in raising pupil attainment• working in partnership with parents	Experience of preparing children for Key stage 1 SATs

Knowledge and understanding	<ul style="list-style-type: none"> • Good subject knowledge and understanding of the National Curriculum • Clear philosophy of primary education which puts the child at the centre of process • Able to plan for progression across the attainment range, designing effective learning across a series of lessons • Committed to meeting the needs of all children • Has an awareness of the principles of effective assessment which empowers children as learners • Understands the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection • Understands and demonstrates effective teaching and learning styles • Good understanding of a range of positive behaviour management strategies • Identified curriculum strengths 	<p>Key stage 1 experience</p> <p>Strength in teaching early stages of reading</p>
Skills	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> • promote the school's aims positively, and use effective strategies to motivate and inspire pupils • develop good personal relationships within a team • establish and develop close relationships with parents, governors and the community • communicate effectively (both orally and in writing) to a variety of audiences • create a challenging, effective and stimulating learning environment. • Able to use ICT effectively 	

Personal characteristics and abilities	<ul style="list-style-type: none"> • Endorses a 'growth mindset' in all areas of professional life • Good team player • Shows willingness to contribute to the whole school community, in and out of the classroom • Flexible and adaptable • Organised and able to prioritise • Energetic and positive • Ambitious for self and pupils • Good sense of humour • Committed to improving own practice 	
Special requirements	<ul style="list-style-type: none"> • An enhanced DBS check is required • Commitment to working in collaboration across the Academy Trust 	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. 'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service