

 @LEADAcadTrust

# Candidate Information Pack:

Teacher

Radford Academy

 @radfordacademy



Radford Academy  
A L.E.A.D Academy

**Class Teacher:** Full Time

**Contract Type:** Permanent

**Start Date:** September 2024

**Pay Scale:** MPS

**Closing date:** Midday 22<sup>nd</sup> July 2024

Radford Academy are pleased to advertise the vacancy for a full time KS1 teacher from September 2024.

### Our Vision

At Radford Academy our approach to learning aspires to academic excellence in an inclusive and nurturing supportive environment and in helping all pupils to develop their talents, creativity and leadership skills so they achieve their potential as responsible global citizens of the future.

### Our School

At Radford Academy, we aim to provide pupils with high quality education, which helps them to progress academically as well as equip them with skills, which will enable them to make an active contribution to their community. The character curriculum is integrated within the national curriculum, as we believe it is essential to support pupils to develop strong character traits, which are vital for them as children and adults. As a result of high quality teaching and learning opportunities, we believe aspirations will be raised and we know that pupils will leave Radford Academy having made good progress, with a high self-esteem and a strong moral purpose. We are extremely proud of our school and, in particular, the diverse make-up of the pupils and staff, which reflects the community, we serve. We have strong links with a range of organizations and places of worship as well as universities and businesses in the area. We see ourselves as a small but integral part of this vibrant community. Radford Academy is a friendly, caring school where we believe everyone has an important part to play. Pupils, staff, parents, governors and our community all work together to make our school a happy, exciting and successful place to learn. We also believe that it is vital to have trusting home school links and to support the family as well as the child. Therefore, we have a very experienced and effective pastoral team, who offer advice and support in order to help families overcome the challenges they face.

We are looking to appoint an enthusiastic and motivated individual to join our supportive and committed staff team. The successful candidate will have:-

- Qualified Teacher Status or the UK equivalent
- A commitment to delivering high quality teaching and learning opportunities
- High expectations of all children's achievement and behaviour and a commitment to raising standards.
- An ability to build positive relationships with pupils, staff, parents and the community
- Skills to work collaboratively  
A creative, innovative and enthusiastic approach
- A commitment to developing their own skills.
- Enthusiasm to contribute to wider school activities, clubs and events.



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### **We can offer:-**

- The opportunity to work with motivated pupils who are keen to learn
- A supportive staff team
- A strong commitment to high quality professional development
- The opportunity to work collaboratively within the L.E.A.D Academy Trust

If this is a position you would like to find out more about or to arrange a visit, please contact the academy business manager, Jackie Simpson (contact details [admin@radfordacademy.co.uk](mailto:admin@radfordacademy.co.uk))

To apply, please complete the application form and forward with a covering letter to [admin@radfordacademy.co.uk](mailto:admin@radfordacademy.co.uk) or call our office on 01159155810.

Radford Academy are committed to safeguarding pupils and young people. All post holders are subject to an enhanced DBS disclosure check and our full vetting procedures and policies

Radford Academy is a member of L.E.A.D Academy Trust, which was established in 2011 with a clear aim: to deliver outstanding school leadership to release every pupil's full potential. Recognised by Ofsted as a leading academy sponsor, the Trust currently comprises of 25 schools across Nottingham, Leicester, Derby, Lincoln and Sheffield

### **Job Description**

#### **Teaching**

- 50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- 50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 50.4. Participate in arrangements for preparing pupils for external examinations.

#### **Whole school organisation, strategy and development**

- 50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

#### **Health, safety and discipline**

- 50.8. Promote the safety and well-being of pupils.
- 50.9. Maintain good order and discipline among pupils.

#### **Management of staff and resources**

- 50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- 50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 50.12. Deploy resources delegated to them

Taken from the Teachers' Pay and Conditions Document 2020 DfE



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### **Job purpose:**

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the pupils/students in your care.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all pupils/students and the L.E.A.D. Trust values.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves <sup>[L.E.A.D.]</sup> learning and pastoral outcomes.
- To ensure that you provide a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are adhered to fully and without reservation in line with statutory duties.

### **Duties and Responsibilities:**

#### **Teaching and learning**

- Set high expectations for all pupils/students which inspire, motivate and challenge pupils/students.
- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote excellent learning behaviours in the pupils/students so that they work hard in the academy and in completing tasks set for homework.

#### **Promote good progress and outcomes**

- Be accountable for all pupils/students' attainment, progress and outcomes assigned to them.
- Be aware of pupils/students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils/students to develop study skills in order to learn more effectively and with increasing independence.

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain pupils/students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced.



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- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Adapt teaching to respond to the strengths and needs of all pupils/students**

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages.
- Have a clear understanding of the needs of all pupils/students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.

### **Behaviour and safety and Personal Development**

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils/students' needs in order to involve and motivate them.



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- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Promote British values, equalities and pupils'/students' spiritual, moral, social and cultural development.

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the academy, support take responsibilities for wider school activities, events, and afterschool clubs.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil/student progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Headteacher.

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

### **Administration**

- Register the attendance of and supervise learners, before, during or after sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.



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### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.

### **Resource Management:**

- Responsibility for the safe use and safe keeping of Academy and Trust resources in line with the requirements of the role.

### **Influencing and Managing Relationships:**

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

### **Other Academy Specific Responsibilities**

- To take on a subject leadership role.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.



## Teacher Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

		E	D
<b>Qualifications and Attainments</b>	<ul style="list-style-type: none"> <li>Qualified teacher with QTS or recognised equivalent</li> <li>Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant)</li> </ul>	E	D
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Ability to create a stimulating and safe learning environment.</li> <li>Ability to establish and maintain a purposeful working atmosphere</li> <li>Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught</li> <li>Ability to assesses and record the progress of pupils learning to inform next steps and monitor progress</li> <li>Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom</li> <li>Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles</li> <li>Ability to deploy a wide range of effective behaviour management strategies</li> <li>Ability to demonstrate current knowledge and understanding of national and local education issues</li> <li>Ability to contributes to a culture of collaborative working to develop professional practice</li> </ul>	E E E E E E E E	D
<b>Experience</b>	<p>Demonstrable understanding of:</p> <ul style="list-style-type: none"> <li>The developmental, emotional, social and educational issues of children and young people</li> <li>Awareness of the range of needs of children within the classroom</li> <li>Keeping children safe</li> </ul> <p>Proven experience:</p>	E E E E	





	<ul style="list-style-type: none"> <li>• Experience within teaching environment at relevant age level</li> <li>• Recent experience in work with children and families</li> <li>• Management Information Systems e.g. SIMS, G4S, MyConcern</li> </ul>		D D D
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Approachability, enthusiasm and creativity</li> <li>• Honesty and Integrity</li> <li>• Discretion</li> <li>• Patience, tolerance and sensitivity</li> <li>• Flexibility</li> <li>• Resilience</li> <li>• Organisational skills</li> <li>• Commitment to make a difference</li> <li>• Demonstrable commitment to personal CPD</li> </ul>	E E E E E E E E	
<b>Additional Requirements</b>	<ul style="list-style-type: none"> <li>• This role is subject to an enhanced DBS</li> <li>• May be required to travel to other Trust locations or third party services as part of the role</li> <li>• Hold a driving licence and have access to own vehicle</li> </ul>	E E	D



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