



THE DIOCESE  
OF GLOUCESTER  
ACADEMIES TRUST  
*unlocking potential*

Maternity Cover Teacher

Recruitment Pack

St. John's Church of England Academy





Dear Applicant,

The Governors at St John's Church of England Academy and The Diocese of Gloucester Academies Trust seek to appoint a teacher to cover maternity leave on a part-time temporary contract from 1<sup>st</sup> September 2022 until 4<sup>th</sup> June 2023.

We are a collaborative and inclusive Church school with a caring Christian ethos that works hard to meet the needs of all of our pupils.

We can offer:

- A supportive Leadership team
- Excellent CPD
- A collaborative team who work together and share ideas
- An inclusive Church school where everyone is valued and encouraged to succeed

The post is offered at a salary of MPS 1 – 7 (DGAT Pay Scale).

Further details and an application form can be downloaded from the vacancy area of our website [www.sjademy.co.uk](http://www.sjademy.co.uk).

If you would like an informal conversation about the role please contact Mrs Joanne Peaper on 01594 832046 or email [jpeaper@st-johns.gloucs.sch.uk](mailto:jpeaper@st-johns.gloucs.sch.uk)

The closing date for completed applications is Friday 1<sup>st</sup> July 2022. Interviews are scheduled to take place on Friday 8<sup>th</sup> July 2022.

The Diocese of Gloucester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for the successful candidate.

To submit your application please email the completed form to Mrs Sarah Morton; [sbm@st-johns.gloucs.sch.uk](mailto:sbm@st-johns.gloucs.sch.uk) before the closing date.

Yours faithfully.

Mrs Pam Howell

Headteacher

## Job Description

<b>Job Title:</b>	Class Teacher
<b>Responsible to:</b>	Headteacher
<b>Grade:</b>	MPS 1 – 7 (DGAT Pay Scale)
<b>Contract Type:</b>	Part-time (Temporary).

### Overall Purpose of this post

The appointment of a Main Scale Teacher is subject to QTS status and the current conditions of employment for teachers contained the School Teachers' Pay and Conditions Document (STC PD 2019) and other current legislation.

### Main responsibilities:

To be a consistently good, reflective classroom practitioner and support the leadership and management of the school by:

- Undertaking duties as required in the 'Teachers' Standards'
- Being an advocate of the school's ethos, Christian Vision and values, promoting change and school improvement that improves the life chances for all groups of pupils;
- Being familiar with the school's systems, structures, policies and procedures.
- Taking responsibility both personally and collectively;  
Enforcing the school's Behaviour Policy through effective classroom management.
- Understanding the school's safeguarding procedures and actively promoting pupils' wellbeing and safety.
- Working with the DSL and deputies to ensure safeguarding is promoted.
- Providing consistently high-quality teaching for all groups of pupils that promotes high standards of learning and achievement;
- Adapting teaching styles to suit all pupils and providing a supportive learning environment.
- Being familiar with the 'Special educational needs and disability code of practice: 0 to 25 years', and supporting pupils with SEND appropriately.
- Working with the SENDCO to ensure pupils with SEND are appropriately supported. Scaffolding work and differentiating resources and equipment so lessons can be accessed by all pupils.
- Working as part of a team to evaluate and develop pupils' learning needs.
- Self-evaluating their teaching to improve effectiveness.

- Encouraging pupils to develop and use their creativity and initiative, gain increased independence, and undertake new responsibilities.
- Actively supporting school activities where required, including attending educational trips, extra-curricular activities and parents' evenings, which may require some out-of-hours availability.
- Actively participate and contribute in staff meetings as required;
- Building an effective partnership with parents so that they feel a shared responsibility to secure successful outcomes for their child;
- Communicating clearly with pupils and all stakeholders;
- Contributing to the school's process of self-evaluation and development.

### **Professional Knowledge, Understanding and Skills**

The teacher will:

- Deliver learning in accordance with the curriculum, national guidelines and the school's strategy.
- Have strong subject knowledge of the primary, and early years, curriculum;
- Keep their knowledge, skills and understanding up to date.
- Continually be reflective, critically evaluating their own practice;
- Have an understanding of what constitutes good practice and high standards in teaching and learning.
- Provide quality educational provision for all groups of pupils and demonstrate effective practice for raising pupils' achievement;
- Be willing to use a variety of teaching strategies to engage all learners;
- Have a good knowledge of how scaffolding can support the learning of all pupils and put this into practice;
- Have an understanding of how the curriculum supports the ethos and values of the school;
- Promote pupils' spiritual, moral, social and cultural development.
- Promote equality as an integral part of the role and to treat everyone with fairness, respect and dignity;
- Be a role model to pupils and all stakeholders;
- Have high expectations of standards and behaviour.
- Have a positive approach to behaviour management, using the school's behaviour policy for guidance;
- Commit to the personal welfare and safeguarding of all children, including having a sound knowledge of child protection;
- Have an ability to make cross curricular links and use these to enhance learning.



- Recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policies and any school-specific procedures or rules that apply to this role;
- Ensure that records of pupils and the provision made to meet their needs are kept securely in line with GDPR, are maintained and kept up to date.

## **Planning and Assessment**

The teacher will:

- Have a thorough knowledge of all pupils' in the class, understanding their starting points and capabilities;
- Plan a varied, balanced and appropriate curriculum which supports the needs of all pupils and ensures all pupils reach their potential.
- Assess, plan and deliver teaching and learning, consistently monitoring and reviewing outcomes to overcome barriers to pupils' learning and secure progress;
- Systematically assess and record pupils' academic progress and other areas of their progress, and use the results to inform next steps.
- Report on individual pupils' progress to the headteacher and parents, as required.
- Develop an understanding of how to use current research findings to inform practice.

## **Other**

The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's banding and whenever reasonably instructed.

It is the practice of the Diocese of Gloucester Academies Trust to review job descriptions annually to ensure that they relate to the role as then being performed or to incorporate whatever reasonable changes that have occurred over time or are being proposed. This review will be carried out by the Trust in consultation with the post-holder before any changes are implemented. The post-holder is expected to participate fully in such discussions and implementation.

## Person Specification

	Essential	Desirable
<b>Personal Values</b>		
Committed to actively promoting the Christian ethos and values of the academy	X	
Committed to the Academy vision	X	
<b>Qualifications</b>		
Qualified teacher status	X	
Further qualifications and / or studies relevant to Primary Education		X
Be willing to undertake relevant CPD	X	
<b>Experience</b>		
Experience in KS2	X	
Able to provide examples of the positive impact of your teaching on children's learning.	X	
Evidence of your commitment to continuous high quality professional development	X	
Experience of teaching in more than one key stage.		X
Evidence of supporting whole school improvement.		X
Evidence of impact on pupil progress for children with additional needs.		X
Excellent behaviour management skills.	X	
<b>Personal Qualities</b>		
Friendly and approachable with strong written and oral communication skills	X	
Well-motivated with the ability to use his/her own initiative	X	
Excellent organisational skills and attention to detail	X	
Flexible and co-operative team worker	X	
Reliable and punctual	X	
Able to work efficiently and accurately under pressure and to prioritise tasks	X	
Confident in dealing with a variety of stakeholders	X	
Professional and honest	X	
<b>Additional Requirements</b>		
A DBS will be required prior to appointment	X	
Good health and attendance record	X	
Excellent and unequivocal references	X	



## **Background Information**

The Diocese of Gloucester Academies Trust (DGAT) is a Multi-Academy Trust established by the Diocesan Board of Education (DBE) in 2012 to serve schools from across the County. There are current fourteen primary and one infant school within the Trust. Fourteen of the fifteen academies have religious designation as Church of England schools.

The Trust is currently working with a number of schools who are exploring academy conversion. It is therefore anticipated that the Trust will grow in number during 2018 / 2019.

### **The vision and ethos of the Trust**

The vision of the Diocese of Gloucester Academies Trust (DGAT) is to provide children of all faiths and none with excellent educational provision which transforms lives within a caring and supportive Christian ethos.

In achieving this vision, DGAT works with academies which realise the benefits of a collaborative approach to sustaining and developing excellent educational provision. The Trust has therefore adopted a collegiate approach to developing communities of learning, designing flexible models of working which fully utilise the expertise which exists within its schools and in its centrally employed staff. It is an expectation of the Trust that all DGAT academies will play an active role in sharing best practice and learning from one-another, as well as being outward facing and engaging with the wider local and national educational agenda. The ultimate aim of the Trust is to build sufficient capacity within its academies to be self-supporting in order to be fully responsible and accountable for transforming pupil outcomes.

In order to support the Trust's academies, DGAT provides the following support:

- School Improvement
- Christian Character
- HR and Legal
- Finance and Business
- Premises and Insurance
- Compliance and GDPR