

Primary Teacher

# Recruitment Pack



Nurturing inclusive learning communities

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## CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Primary Teacher at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

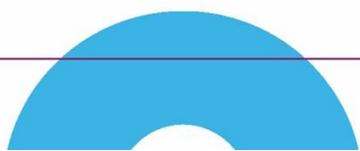
We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We will soon have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy (due to join the Trust during Spring 2023) and we have high aspirations for future growth. In addition to the academies, the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees and Wakefield Local Authorities.

Thank you for your interest in Ethos Academy Trust.

*Jayne Foster*

Jayne Foster  
CEO, Ethos Academy Trust



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## EXECUTIVE HEAD / HEAD TEACHER WELCOME

### Dear Applicant

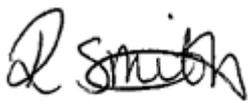
Elements Academy is a new special school which opened in September 2022 in Rotherham, South Yorkshire. It offers 135 places for Key Stage 2 – 4 pupils (aged 7-16) who have an Education, Health and Care Plan (EHCP) where Social, Emotional and Mental Health (SEMH) is identified as the primary need.

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Elements Academy, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the long-term confidence and skills required to succeed in post-16 education, employment or training.

Our outstanding staff teams are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met throughout their journey at Elements Academy, preparing them for the next stage of their lives.

At Elements Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have the opportunity to access high quality internal and external professional development. Working within Ethos Academy Trust is extremely rewarding; making a difference to vulnerable children and young people, knowing that the work you do has a genuine, long-term impact on a young person's education and life chances.

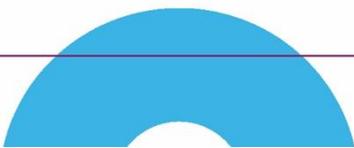
We are seeking to appoint an experienced and enthusiastic Primary Teacher to join our team. The successful applicants must be dedicated to supporting our young people to reach their full potential. We would like to thank you for your interest in Elements Academy and we look forward to receiving your application.



Rebecca Smith  
Executive Head Teacher



Vicky Woodrow  
Head Teacher



# TRUST MISSION

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities**.

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.



## Leading

**with integrity**

- Championing honesty and transparency
- Building trusting relationships



## Encouraging

**freedom and responsibility**

- Working collaboratively
- Investing in effective partnerships



## Thinking

**innovatively**

- Finding creative solutions
- Meeting individual needs



## Improving

**continuously**

- Raising standards
- Developing strong and effective leaders



## Celebrating

**achievement**

- Improving academic progress
- Enriching personal development

**ETHOS**  
ACADEMY TRUST

Nurturing inclusive learning communities



Nurturing inclusive learning communities

**Ethos College** provides long term full time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Nurturing inclusive learning communities

**Evolve Academy** is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

**Elements Academy** opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We are able to offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.

## WHY WORK FOR THE TRUST?



Nurturing inclusive learning communities

**Reach Academy** is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

**Engage Academy** is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.



**Outreach** Teaching and support staff within Ethos Academy Trust provide Outreach Services in Kirklees, supporting and working in partnership with mainstream primary and secondary schools. Our team members also work effectively with wider partners, including health & social care, to ensure early identification and ongoing assessment and timely support for children and young people with wide-ranging social, emotional and mental health needs. Experienced teachers offer advice to schools through our Outreach Advice portal and through Single Point Referral.

The Outreach Team also provides transition support through experienced Inclusion Workers for children who have been permanently excluded from school and children with Education, Health and Care Plans who require a bespoke transition into a new setting. The support for our children, young people and families is part of Ethos Academy Trust's continuum of SEMH provision.



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Ethos Academy Trust is based in West Yorkshire, with all of our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

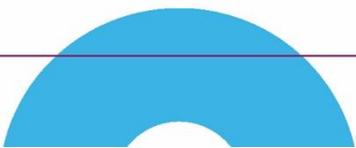
At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for young people.

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff, and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to Healthline which includes 24/7 Employee Assistance Programme and services such as physio and counselling for employees and their dependants
- An opportunity to collaborate with colleagues across academies and within the central Trust teams, with other academies and Multi Academy Trusts on a local or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted gift cards.



I started working for Ethos College around 11 years ago as a Grade 7 Inclusion Worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was so proud to take up the post of science teacher. Since then, I have not looked back! I am now working within the Senior Leadership Team at Ethos College, helping to develop our offer to young people educated around the local authority. Working at Ethos College and being part of the transformation of the lives of our young people is an absolute privilege.

**EMMA GANNON,**  
ASSISTANT HEADTEACHER –  
ETHOS COLLEGE





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust twelve years ago as an inclusion worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification and, most recently, training to become a SENDCo. I gained a role as Deputy SENDCo, with a promotion to SENDCo at Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

**SARAH SIMMONDS, SENDCO - REACH ACADEMY**



During my 6 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role two years ago, I am now a member of the Senior Leadership Team at Ethos College and have been supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

**JACK GHEE**, ACTING ASSISTANT HEADTEACHER - ETHOS COLLEGE



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# ADVERT FOR PRIMARY TEACHER

Job Title: Primary Teacher  
Grade: MPS/UPS  
Hours – Full time  
Permanent  
Closing date: 9 January 2023 at 9am

## About Ethos Academy Trust

Ethos Academy Trust is located within Kirklees and Wakefield, West Yorkshire and Rotherham, South Yorkshire. The overarching aim of the Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

In addition to what will soon become six academies (Ethos College, Reach Academy, Engage Academy, Evolve Academy, Elements Academy and Enrich Academy), the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees and Wakefield Local Authorities.

## Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils from across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an inspirational Primary Teacher to join our passionate team at Elements Academy. The role will be to successfully motivate, inspire and engage with vulnerable children and their families. You will deliver a personalised primary curriculum for individual and groups of children. You will develop an inspiring, nurturing classroom environment conducive for learning. You will be required to work collaboratively and in partnership with parents and carers, teaching and support staff and other professionals in order to achieve the very best outcomes for the pupils.

In return, we are able to offer a welcoming Trust with supportive management and a strong programme of staff development. You will receive exceptional support through our outstanding staff teams who are skilled at working with young people with needs across the SEMH range.

Closing date: 9 January 2023 at 9am  
Interview date: As soon as possible thereafter

There will be an open event at Elements Academy, which is an opportunity for you to come along to visit the school and to ask any specific questions you may have. This will take place on 5 January 2023 at 4pm and a further session at 5pm. If you wish to attend, please complete the expression of interest form below:

**Microsoft Forms**

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If you require further information or would like to arrange a visit different to the event above, please contact Adele Park – [apark@eat.uk.com](mailto:apark@eat.uk.com)

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>

## PRIMARY TEACHER JOB DESCRIPTION

<b>Job title</b>	Primary Teacher
<b>Location</b>	Elements Academy, Dinnington, Rotherham
<b>Hours</b>	Full time
<b>Reports to</b>	Primary Lead
<b>Staff responsible for</b>	TA
<b>Closing Date</b>	9 January at 9am
<b>Salary/Grade</b>	MPS/UPR
<b>Job Purpose</b>	We are looking to appoint a Primary Teacher to join our passionate and hardworking team, responsible for the planning and delivery of the primary curriculum. You will lead a class group of pupils, planning and delivering outstanding learning opportunities, whilst securing a nurturing, supportive environment with high expectations for all pupils to enable them to achieve their full potential.

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## KEY OBJECTIVES AND ACCOUNTABILITIES

### Key Outcomes

- Develop an ambitious, personalised primary-based curriculum, for individuals and groups of pupils to re-engage them in learning, supporting individual learning pathways in response to SEMH needs and ensuring high quality outcomes.
- Effectively implement tracking and assessment processes to monitor, report and evaluate the effectiveness of the curriculum and its impact on pupil progress.
- Develop an inspiring nurturing classroom environment conducive to learning.
- Have pastoral responsibility for named pupils within the academy.
- Have responsibility for reporting pupil progress to parents/carers and agencies, through a range of reports.
- Set individual targets (academic and personal/social), review and report on progress for all pupils.
- Use Boxall profiles (and other SEMH tools) to provide a clear assessment of pupils' SEMH development needs and track their progress towards set targets.
- Liaise with colleagues to ensure high quality provision is delivered and best practice is shared across the Trust.
- Provide a stimulating, educational environment for specific groups of pupils with a range of needs.
- Develop a positive ethos that ensure a calm classroom environment through the effective implementation of the academy's behaviour and relationship policy.
- Have responsibility for a designated subject area(s).
- Attend meetings as required by the Head Teacher.
- Contribute to the maintenance of up-to date records within the Trust.
- Support pupils and their parents/carers in enabling them to make the most of the educational opportunities offered by the Trust.
- Liaise with other agencies when appropriate i.e., Social Services, Educational Psychology, the Virtual School, CAHMS, SENDACT etc.

### Main Duties

- Keep abreast of developments in all areas of the National Curriculum, Special Educational Needs and teaching and learning.
  - Participate in continuing professional development (CPD) and performance management in line with Trust policy and practice.
  - Carry out any other duties, appropriate to the level reasonably expected of a teacher paid an equivalent SEN allowance, relating to the efficient organisation of the service.
  - Take reasonable care of the health and safety of self, other persons and resources whilst at work.
  - Co-operate with management of the Trust as far as is necessary to enable the responsibilities placed up on the Trust under Health and Safety at Work to be performed e.g., operate safe working practices.
  - Carry out professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including Teachers Professional Standards, as directed by the Head Teacher.
  - Research, prepare and select teaching resources that meet the diversity of pupils' needs and interests.
  - Effectively use Information Communication Technology (ICT) to enhance learning activities and increase pupils' competence and confidence.
  - Adhere to the Trust's policies and ensure they are applied consistently.
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## General

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the Trust.
- Attend meetings within the Trust, at its academies and external events as required.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Work effectively and professionally with all stakeholders, promoting the Trust positively at all times.
- Recognise own strengths and areas of expertise and use these to advise and support colleagues.
- Maintain confidentiality always in respect of school-related matters and to prevent disclosure of confidential and sensitive information.
- Ensure strict confidentiality in all areas of work.
- All employees are required to uphold the values of democracy, rule of law, individual liberty and tolerance and have mutual respect for those with different faiths and beliefs (Prevent).
- Work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- Understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times, reporting any concerns to the Designated Safeguarding Lead immediately.

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Hold qualified teacher status	E
	Have evidence of recent, relevant CPD	E
	Willingness to lead CPD sessions for staff	E
	Evidence of nationally recognised nurture-based training/qualifications	D
	Specialism in EYFS	D
Relevant Experience	Evident understanding and application of quality first teaching	E
	Experience of teaching phonics	E
	A proven track record of raising attainment and relevant strategies	E
	Experience of managing and using pupil attainment and tracking data	E
	Experience of working with pupils with social, emotional and mental health difficulties either in mainstream or special schools	E
	Knowledge and understanding of the Early Years Foundation Stage requirements	D
	Experience of nurturing principles and how they can be applied to develop and deliver outstanding practice within a nurture-based setting	D
	Experience of initiating and implementing strategies to improve parental involvement in their children's learning	D
	Experience of liaison and co-operation with other professional agencies.	D
	Experience of motivating hard to reach learners	D
Aptitudes, skills and competencies	Have good communication skills and a positive outlook	E
	Ability to develop and maintain effective professional relationships with all members of the school community and outside agencies	E
	Emotional resilience in working with pupils with exhibit challenging behaviour	E
	Be able to work under pressure and prioritise to meet deadlines	E
	The post holder may be required to work outside of normal school hours on occasion with due notice	E
	Willingness to be flexible and adaptable in a variety of situations	E
	Any additional factors	Willingness to undergo an enhanced DBS check and sign up to the DBS service on an annual basis
Commitment to ongoing personal training and development		E

Willingness to work offsite with pupils and families	E
Full driving licence and willingness to transport pupils in own vehicle and obtain business insurance	E
Understanding of relevant policies/codes of practice and awareness of relevant legislation	E

### Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children’s Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

### Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

### Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

### Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2022, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

### GDPR

A copy of our Privacy Notice is available via our website: [www.eat.co.uk](http://www.eat.co.uk)

