



Candidate Information Pack

Teacher



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Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

Diana Owen CBE

Chief Executive Officer





About the Trust

Be part of an ambitious, high-performing Trust, committed to improving the lives of children and young people.

L.E.A.D. Academy Trust comprises primary and secondary academies across Nottinghamshire, Derbyshire, Leicester, Lincoln and Sheffield. Established in 2011, our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

"We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people."

Diana Owen, CBE - Chief Executive Officer

Inspiring experience

Our Trust Executives have first-hand experience of working in education, so they know what it's like to be on the front line. We pride ourselves on the support and advice we give to all our staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff. By choosing to work with us, you will be helping to improve educational outcomes for children, young people and the local community.

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct
- Outstanding teaching and learning
- A fully inclusive approach where all children are equally important
- A climate of mutual respect between the children, staff and community
- A 'can-do' attitude - high aspirations for all involved with the school
- A wide range of enrichment opportunities for all to get involved in
- A celebration of all the cultures and faiths represented in the school
- An organisation in which there are no excuses for underachievement.

Supporting external trusts and schools

As well as our core offer to L.E.A.D. academies, we offer additional areas of support to external trusts, schools and organisations through L.E.A.D. IT Services and L.E.A.D. Teacher Training Hub.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.



L.E.A.D. Academy Trust
comprises of:

23
primary

..... and

3
secondary
academies

..... across

5
geographical
regions

..... with

11,000
pupils

..... and

1,500
members
of staff



A message from the Headteacher

Thank you showing an interest in working at our wonderful academy. We are a busy, four form entry junior school. Our children and staff come from a wide variety of backgrounds, ethnicity and spoken languages and we love this about our school. Our children are fantastic; well behaved, respectful and want to learn. Please contact the school office if you would like to look around in person and our website is updated frequently to reflect our curriculum, teaching and learning, events and extra-curricular activities.

Mrs Lucy Carlisle, Headteacher.



Working at Uplands Junior L.E.A.D. Academy

The staff at Uplands Junior L.E.A.D. Academy are friendly and always make new colleagues feel welcome. Our induction programme is comprehensive and staff feedback that they settle in quickly. The days are purposeful and busy, two days are never the same, but our approach is very child centred, and all staff encourage the children to do their absolute best daily and aspire for lifelong learning and an ambitious future.

Our marking and feedback policy means that live marking is used wherever possible and/or feedforward grids are used. Staff have access to a comprehensive Employee Assistance Programme.

We teach the National Curriculum but have ensured that the curriculum matches what the children need for them to have the range of knowledge and skills needed to be successful in life. We are a highly inclusive school, with good support and provision for those children with SEND. Staff meetings within school focus on continuous professional development and there is a comprehensive programme of CPD for all staff through the trust.





Benefits of being part of L.E.A.D. Academy Trust

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

Competitive salary

All Trust roles* are subject to a minimum hourly rate, which is currently above the National Living Wage amount. All our support staff roles are subject to a competitive 6-point salary range, allowing for progression within the role.

Pension scheme

Automatic entry to the Local Government Average Salary (LGPS) pension scheme. Benefits include generous employer rate of contribution at minimum 17%, life cover, lower tax, survivor benefits and ill health cover.

Enhanced annual leave

Holiday allowance starts at 26 or 31 days, up to a maximum of 36 days. Term time only workers also benefit from the same annual leave entitlement paid as part of their usual monthly payroll. This varies on the role and amount of service, increasing after 5 and 10 years' service. Holiday is in addition to Bank or Public holidays.

Employee assistance programme

The Trust is committed to supporting staff wellbeing and partner with Health Assured to offer a comprehensive Employee Assistance Programme to all Trust employees and extends to dependent adults living the same household. This includes access to a 24/7 free phone helpline 365 days per year to access advice and support on emotional, financial, legal or other lifestyle matters.

Continuing professional development (CPD)

We provide excellent training and development opportunities within the Trust, including a full induction programme for all staff.

And more!

- Access to free Trust Occupational Health service, including physiotherapy
- Access to staff discounts and cashback for a huge range of products, including travel, shopping, insurance, motoring and utilities.
- Travel expenses for business travel at maximum HMRC mileage rate.
- Free eye tests for VDU users.
- Free seasonal flu jabs.



"Everyone is valued, everyone is supported, and if you hold the same values that L.E.A.D. has, then really consider coming to work with us."

Becky Hyder,
Safeguarding Compliance
Lead

**With the exception of
Apprenticeships*

OFSTED FEEDBACK

The school is a harmonious, multi-faith community. Pupils have a very good understanding of British values.

Pupils are well-behaved. The very rare instances of bullying are dealt with effectively and quickly by their teachers.

Parents have positive views about the school and its leadership. Parents feel that leaders and teachers listen and take note of their thoughts and opinions.



How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to the school Business Manager: JWeston@uplandsacademy.co.uk

CLOSING DATE: WEDNESDAY 2ND OCTOBER 2024 AT 3PM

INTERVIEWS: We expect interviews to take place **MONDAY 7TH OCTOBER 2024**

Applications will be reviewed upon receipt; therefore, shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email: office@uplandsacademy.co.uk and arrange an appointment with Mrs Carlisle.



Job description

Key responsibilities and accountabilities

Job Title: Teacher

Pay Scale: MPS

Location: Uplands Junior L.E.A.D. Academy

Line Manager: Mrs Lucy Carlisle

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](#)

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 ^{SE} 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.
- 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.
- 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.
- 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.

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.

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.

Person specification

The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

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



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

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