



Teacher
Recruitment Pack



‘Innovative Education - Transforming Lives’



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Exceed Learning Partnership

Mission Statement

At Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life - a world class education aimed at helping the children in Exceed Learning Partnership schools become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our schools to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood. Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

Motto: 'Every Child, Every Chance, Every Day!'

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all the schools within the trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

What are our Key Values for Learning?

Passion - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.

Urgency - The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Positivity - Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration - Embodied in the Trust motto, "Every Child, Every Chance, Every Day" all members of staff aim for excellence in their individual professional roles.

Commitment - Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.



Principles Underlying our Academies

- All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential - *Raising Standards*
- Have the highest expectations of all children and staff - *Raising Expectations*
- Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations - *Raising Aspirations*.
- Help children develop high self-esteem-respecting and taking responsibility for themselves, others and the environment - *Raising Confidence*
- Recognise and reward success - *Rewarding Success*
- Deliver consistently high quality lessons which enable students to learn well - *Teaching and Learning*
- Develop independent learning, communication, literacy and numeracy skills across all subject areas - *Core Skills*
- Provide a creative and challenging curriculum which is personalized to meet the needs of all students - *Curriculum*
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development - *SMSC*
- Develop positive and secure 'Learning partnerships' between school, home and the community - *Community Cohesion*

Our Core Goals for our Academies

1. Our academies to excel in Statutory Test Outcomes for all their learners.
2. All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust.
3. Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning.
4. Our academies to be oversubscribed or on a significant upward admission trend.
5. The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high quality education for the pupils who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.
6. Exceed Learning Partnership to be self- sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
7. An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey.
8. The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond.
9. ELP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
10. All academies within ELP to continually develop their own unique characteristics and ethos re- enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP.
11. Exceed Learning Partnership to constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms.

Exceed Learning Partnership believes that all pupils have the right to the very best education.

Letter from the Principal

Dear Applicant,

Thank you for your interest in the position of Teacher at Carr Lodge Academy. Carr Lodge is a new, purpose-built academy - currently in our fifth year of operation. During this time, we have made great strides in building a highly effective team of staff who are committed to providing the very best education for the pupils within our care. Having recently joined Exceed Learning Partnership, we have made rapid progress in our pursuit of excellence. This was recognised in our recent Ofsted inspection in January 2019 following which we received a judgement of 'Good' in all areas. We are proud of what the inspectors said about our school:

"The leadership team is strong and ambitious, and determined that every child will succeed. Leaders know the school inside out. They have pinpointed the right priorities for development and take decisive action to ensure the continual improvement of the school. "

"Pupils are courteous, considerate and keen to learn. They behave well in lessons and around the school. This contributes to a harmonious atmosphere in the school. "

"The quality of teaching, learning and assessment is good. Developments in the quality of teaching have improved pupils' learning, particularly in mathematics. As a result, pupils make good progress and their attainment is above average at the end of Year 6. "

At Carr Lodge Academy, we seek to appoint highly motivated people who can take the Academy forward and deliver our vision and ethos. We value every child's welfare and strive to give each child an opportunity to progress to their best ability, with the help of a very dedicated team of staff, governors, parents and children. This is an exciting opportunity for the successful applicant: to use their skills and individuality, surrounded by the very best facilities, to deliver high quality teaching and learning. We foster a positive climate and strive for all teachers to develop and pursue a successful career. In order to achieve this, we put the maximum amount of effort into creating the very best professional development opportunities.

As part of Exceed Learning Partnership, Carr Lodge is working collaboratively with other academies from within the trust as well as partnerships further a field. We draw upon the latest educational research to support developments within the academy and encourage teacher to be ambitious, risk-takers in their approach to getting the very best out of the pupils.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application.

Kind regards,

Miss S Cope

Acting Principal





ABOUT CARR LODGE ACADEMY

Carr Lodge Academy offers 420 mainstream, mixed sex, primary academy places, in addition to a 52 place Nursery.

Carr Lodge Academy is a bright, spacious and airy building, thoughtfully planned with its own array of excellent facilities, including a hall, food technology room, music and drama studio, Library and ICT facilities, whilst the grounds provide wonderful opportunities for sporting and environmental activities.

The Academy is staffed to ensure staffing levels are appropriate to the number of pupil admissions. Pupils throughout the Academy are taught in classes not exceeding 30 by fully qualified teachers.

3-7 Years

Nursery to Year 2

In Early Years Foundation Stage, children are taught by skilled teachers who, supported by their own Learning Support Assistant, ensure that the first years at Carr Lodge Academy are successful and happy ones.

In classes buzzing with activity, the youngest children are absorbed in the fun and adventure of learning.

Years 1 and 2 (Key Stage 1), children are building on the excellent formative experience in Foundation Stage with expert and innovative teaching by dedicated teachers and Teaching Assistants adding breadth to Academy life.

7-11 YEARS

Years 3 to 6

Working through Key Stage 2 and into their final year at Carr Lodge Academy, our aim is to ensure that children are confident and articulate individuals who have been exposed to a curriculum that has both challenged and broadened pupils' knowledge, skills and thirst for learning. Further than this though, one that means they are life-ready, not only for Secondary education but beyond into an ever-changing landscape of employment and good citizenship.





CURRICULUM STATEMENT

Carr Lodge Academy provides our children with a high quality education by offering a broad and balanced curriculum with a focus on the core subjects.

The curriculum allows our children to spend time developing a thirst for knowledge, a love of learning and close friendships. As well as having high academic standards, our children have fun and enjoyment on their journey throughout the Academy.

In common with the other Exceed Academies, Carr Lodge Academy follows the new 2014 National Curriculum. We deliver traditional subjects in innovative ways, through a balanced curriculum full of variety and challenge. This provides continuity across all the Exceed Academies, offering access to a wider pool of resources and expertise. This enables us to secure the outstanding outcomes which we passionately hope to achieve for all our children.

Our children will be shown the importance of demanding the best of themselves:

'Every Child, Every Chance, Every Day!'

Carr Lodge Academy provides enhanced provision through:

- Wider curriculum opportunities in music, singing and drama
- Additional sports opportunities e.g. football, tag rugby, netball, rounders and athletics
- Extra-curricular clubs tailored to the interests of the pupils, such as gardening, cookery, ICT and art
- Ongoing partnership with the Yorkshire Wildlife Centre at Potteric Carr
- Residential and day visits to supplement planned topic work

Detailed information on the curriculum can be found on the Carr Lodge Academy website: www.carrlodgeacademy.org





Job Description & Person Specification

Teacher

JOB DESCRIPTION



Exceed Learning Partnership - ELP is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high performing educational institutions.

JOB TITLE: Class Teacher - Permanent

GRADE/SALARY: MPS/UPS: This role is open to NQTs as well as experienced teachers who are looking for development opportunities.

RESPONSIBLE TO: Principal/Vice Principal/Phase Leader

JOB PURPOSE: To carry out the professional duties as a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Principal.

KEY RESPONSIBILITIES

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment identifying SEN or very able pupils
- providing clear structures for lessons maintaining pace, motivation and challenge
- making effective use of assessment and ensure coverage of programmes of study
- ensuring effective teaching and best use of available time
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of learning and home-learning
- using a variety of teaching methods to:
match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to pupils, give attention to errors and misconceptions, select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy

- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning

Monitoring, Assessment, Recording and Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set targets for progress
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- prepare and present informative reports to parents

Curriculum Development

Have lead responsibility for a subject or aspect of the academy's work and develop plans which identify clear targets and success criteria for its development and/or maintenance; contribute to the whole academy's planning activities.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the National Teachers Standards and the required standards for Qualified Teacher Status and other current legislation.

Exemplification of Terms and Expectations

Performance Appraisal

- Performance appraisal assessment will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance appraisal cycle. In addition, the following standards, in conjunction with the school's exemplification of these standards, will be considered where there is an application to progress through the threshold and onto UPS2 and UPS3

Knowledge and Understanding

- Demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

Teaching and Assessment

- demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
- demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPS2 level: with the majority of your lessons at least "good" in OfSTED terms
- demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback

and at UPS3 level:

- **Make a distinctive contribution to raising pupil standards**

Pupil progress

- demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPS2 level "better") than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.

Wider Professional Effectiveness

- take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
- make an active contribution to the policies and aspirations of the school
- and at UPS2 level: seek to share your expertise with colleagues

and at UPS3 level:

- Take advantage of appropriate opportunities for professional development and
- Use professional development effectively to improve pupils' learning
- Contribute effectively to the work of the wider team

Play a critical role in the life of the school

Professional Characteristics

- demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
 - inspiring trust and confidence,
 - building team commitment,
 - engaging and motivating pupils,
 - analytical thinking,
 - taking positive action to improve the quality of pupils' learning.

and at UPS3 level:

- **Provide a role model for teaching and learning**

PERSONAL SPECIFICATION - Teacher

	CRITERIA	ESSENTIAL OR DESIRABLE	APP FORM	DOCS	INT
1. Application	1.1 Letter of application containing supporting statement	E	✓		
2. Qualifications	2.1 Qualified Teacher Status and experience	E	✓	✓	
	2.2 Further in-depth study	D	✓	✓	
3. Learning and Teaching	3.1 Proven ability as an outstanding classroom teacher	E	✓		✓
	3.2 Effective delivery of positive behaviour management strategies	E	✓		✓
	3.3 Ability to relate well to children and share their interests and enthusiasms	E	✓		✓
	3.4 Ability to lead on learning through a range of engaging and interactive teaching strategies	E	✓		✓
4. Standards and Progress	4.1 Experience of using data for monitoring, planning, target setting and improving learning across the academy	E	✓		✓
	4.2 Understanding of the New National Curriculum	E	✓		✓
	4.3 High proficiency in assessment for learning and effectiveness in analysis to improve pupil outcomes	E	✓		✓
	4.4 The ability to differentiate and be creative and innovative with the curriculum	E	✓		✓
	4.5 Evidence of a proven track record of accelerated pupil progress and raised standards or strong indications from Initial Teaching training of effective practice	E	✓		✓
5. Knowledge, Skills and Attributes	5.1 The ability to build positive and successful relationships with all stakeholders	E	✓		✓
	5.2 A good understanding of safeguarding	E	✓		✓
	5.3 Value all children and be committed to the development of the whole child	E	✓		✓
	5.4 Ability to organise work and to prioritise	E	✓		✓
	5.5 Excellent verbal and written communication skills and numeracy skills	E	✓		✓
	5.6 A willingness to become involved in the life of the academy within the community	E	✓		✓
	5.7 Ability to investigate, make decisions and solve problems	E	✓		✓
	5.8 Ability to remain positive and enthusiastic under pressure	E	✓		✓
	5.9 Understanding and proven commitment to equality of opportunity, diversity and inclusion	E	✓		✓
	6.0 The ability to be reflective and accurately self-evaluate, adapting as required	E	✓		✓
	6.1 Show high standards of self and others	E	✓		✓
	6.2 Ability to work positively and co-operatively with colleagues across the academy	E	✓		✓
	6.3 Excellent knowledge of the New National Curriculum and strong subject knowledge in Maths & English	E	✓		✓
	6.4 Excellent interpersonal skills	E	✓		✓

